R E P O R T R E S U M E S

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WORKSHOP FOR SUPERVISING TEACHERS IN AGRICULTURAL OCCUPATIONS FROM ELEVEN WESTERN STATES HELD AT COLORADO STATE UNIVERSITY AUGUST 1-5, 1966, SUMMARY REPORT.

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A WORKSHOP FOR SUPERVISING-TEACHERS WAS ORGANIZED TO PLAN, EXPLORE, AND INNOVATE A MORE COMPLETE PROGRAM IN AGRICULTURAL EDUCATION. THE WORKSHOP ALSO INCLUDED DISCUSSION OF ESSENTIAL PHASES OF THE OFF-FARM AGRICULTURAL OCCUPATIONS AS THEY APPLY TO THE PREPARATION OF STUDENT TEACHERS. THIS REPORT INCLUDED (1) A LIST OF PARTICIPANTS FROM 11 WESTERN STATES, (2) THE WORKSHOP PROGRAM, (3) THE KEYNOTE ADDRESS, (4) A SUMMARY OF GENERAL PROGRAM ASPECTS, (5) RESULTS OF THE "BRAINSTORMING" SESSION ON EFFECTIVE WAYS AND MEANS OF SOLVING PROBLEMS, (6) COMMITTEE REPORTS AND SUPPLEMENTS, AND (7) WORKSHOP EVALUATIONS AND RECOMMENDATIONS. (GC)

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SUMMARY REPORT

~~on~~

WORKSHOP FOR SUPERVISING TEACHERS

IN

AGRICULTURAL OCCUPATIONS

FROM

ELEVEN WESTERN STATES

HELD AT

COLORADO STATE UNIVERSITY

August 1 - 5, 1966

This Workshop Program was conducted under the provisions of Section 4(C) of the Vocational Education Act of 1963, and financed under Proposal Number OEG-4-6-061455-0719
(reference 2512-1 5-2531 3347)

Dedicated to the memory of Dr. R. W. Cline in appreciation for his lifelong interest, understanding, and untiring effort in working with those who would teach Vocational Agriculture.

FOREWARD

This Workshop came about as a result of having Supervising Teacher Workshops at Cedar City, Utah, and at Durango, Colorado, in 1960 and 1963, with participants from Arizona, California, Colorado, Nevada, New Mexico, Utah and Wyoming.

Dr. Cline was instrumental in the planning and conducting of these workshops.

Interest in having the Workshop at Colorado State University was stimulated by Dr. R. W. Canada, who sent a letter on September 21, 1965, to Head Teacher Educators and State Supervisors of eleven Western States, inquiring as to the interest in participating in such a Workshop, and possible number of participants from each state if interested.

Responses were immediate and positive, so the Training Proposal was drafted very soon in order to meet the deadline date of October 8 for submission.

Consequently, the Workshop was approved and held at Colorado State University August 1 - 5, 1966, with 64 full-time participants and a number of part-time participants who were present for part of a day or more.

The objectives of the Workshop as stated in the Proposal were:

1. To acquaint new supervising teachers in vocational agriculture with the basic concepts, duties and responsibilities involved in supervising student teacher trainees who will teach students in agricultural occupations.

2. To develop in supervisory teachers of vocational agriculture the knowledge, understanding of and ability to apply concepts, principles, techniques and methods peculiar to teaching high school students, drop outs, young farmers, adult farmers, and technical students in agricultural occupations.

3. To identify the need for and develop procedures for handling specific aspects of agricultural occupations teaching which will apparently require different approaches. Therefore

different training and supervision techniques for supervising student teacher trainees will be necessary as compared with that previously given.

The planning committee, composed of Dr. R. W. Cline, Stanley Richardson, and Earl Julson, met and worked at Salt Lake City on April 24 and 25, drafting the basic program schedule and discussing organization, timing, possible assignments for role-playing, possible resource persons, and other details of the Workshop.

Through discussion at A.V.A., the Albuquerque Conference in Agricultural Education and other opportunities, considerable informal planning was done, and additional planning was done through correspondence and by several telephone calls.

An attempt was made to match experience with committee assignments of teachers, and to have one experienced teacher from each state as a chairman or co-chairman of one of the eight committees.

Supervisors and teacher educators were asked to serve as consultants on a committee.

During the Workshop, the Planning Committee consisted of all the supervisors and teacher educators present, including Dr. Drake. The committee met initially Sunday evening, July 31, and each evening thereafter through Wednesday, August 3.

This day-by-day strategy and tactics planning provided the flexibility needed to make adjustments as the Workshop proceeded. For example, it had been programmed to have progress reports by each committee but the consensus indicated that using the time for actual committee work and preparation of each final committee report in time to provide copies for all participants was necessary, so this adjustment was made, with satisfying results.

The planning committee also aided in formulating the evaluation device and made a number of constructive recommendations to Stanley Richardson, who conducted the evaluation and presented the summary to the Workshop.

Earl E. Julson
Workshop Director

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List of Participants
Supervising Teacher Workshop
August 1-5, at Colorado State University

Arizona (7)

1. Cy Henry, Supervisor, Coolidge High School, Coolidge, Arizona
2. Bradley De Spain, Marana High School, Marana, Cooperating Teacher
3. John McKee, Santa Cruz Valley Union High School, Eloy, Arizona, Cooperating Teacher
4. Wayne Mortenson, Bowie High School, Bowie, Arizona, Cooperating Teacher
5. Phillip Zurbrich, Tempe Union High School, Tempe, Arizona, Cooperating Teacher
6. Gail Deal, Tempe Union High School, Tempe, Arizona, Cooperating Teacher
7. Ronald Mehrer, Yuma, Arizona, Cooperating Teacher

California (9)

1. H. H. Burlingham, Teacher Educator; Chairman, Agricultural Education, California State Polytechnic College, San Luis Obispo, California 93402
2. E. M. Juergenson, Teacher Educator; University of California Davis, 95616
3. J. E. Walker, Supervisor, 47 Warner St., Chico, California
4. Emile La Salle, Supervisor; California State Polytechnic College, San Luis Obispo, 93402.
5. Sandy Beck, Yuba City Union High School, Union City, California 95991
6. Gordon Woods, Santa Paula Union High School, Santa Paula 93060
7. Pius Scheuber, Modesto High School, 1st and H Streets, Modesto, California 95351
8. Jack Scott, Galt Jt. Union High School, Galt, California 95632

California (Continued)

9. Jim Bailey, Sunny Hills, 314 W. Whiting, Fullerton, California

Colorado (9)

1. Earl Julson, Teacher Educator, Fort Collins, Colorado
2. Paul Foster, Supervisor, Denver, Colorado
3. Sidney Koon, Fort Collins, Colorado
4. Glenn Sowder, Cooperating Teacher, Yuma, Colorado
5. Darrell Anderson, Cooperating Teacher, Lamar, Colorado
6. Donald Monasmith, Cooperating Teacher, Burlington, Colorado
7. Frank Johnson, Cooperating Teacher, Otis, Colorado
8. Douglas Bishop, Cooperating Teacher, Sterling, Colorado
9. Harold Anderson, Teacher Educator, Denver, Colorado

Idaho (5)

1. R. C. Haynes, Teacher Educator, Moscow, Idaho
2. R. W. Edwards, Supervisor, Boise, Idaho
3. John A. Lawrence, Cooperating Teacher, Twin Falls, Idaho
4. Carter V. Luther, Cooperating Teacher, Joromo, Idaho
5. Dwayne A. Tesnohlidek, Cooperating Teacher, Fruitland, Idaho

Montana (5)

1. Bill Aubert, Cooperating Teacher, Billings, Montana
2. Max Stark, Cooperating Teacher, Polson, Montana
3. Phil Bratton, Cooperating Teacher, Stevensville, Montana
4. John Nauck, Cooperating Teacher, Choteau, Montana
5. Dave Melin, Cooperating Teacher, Missoula, Montana

New Mexico (5)

1. Leon Wagley, Teacher Educator, Las Cruces, New Mexico
2. Roscoe Vaughn, Cloudcroft, New Mexico
3. Parker Woodul, Portales, New Mexico
4. Donald Larson, Anthony, New Mexico
5. Clarence Hollida, Tucumcari, New Mexico

Nevada (2)

1. Howard Christensen, Teacher Educator, Reno, Nevada
2. Richard Reid, Cooperating Teacher, Bunkerville, Nevada

Oregon (9)

1. Monty Multanen, Supervisor, Salem, Oregon
2. Philip B. Davis, Teacher Educator, Corvallis, Oregon
3. Dan Dunham, Cooperating Teacher, Lebanon, Oregon
4. Dick Buckovic, Cooperating Teacher, Molalla, Oregon
5. Roger Schoenborn, Cooperating Teacher, Albany, Oregon
6. Henry Schmitt, Cooperating Teacher, Aurora, Oregon
7. Paul Kovash, Cooperating Teacher, Philomath, Oregon
8. Cas Heilman, Cooperating Teacher, Hood River, Oregon
9. Ron Daugherty, Cooperating Teacher, Coos Bay, Oregon

Utah (7)

1. Stanley Richardson, Teacher Educator, Logan, Utah
2. M. Rex Jensen, Bear River School, Garland, Utah
3. Donald Edwards, Cooperating Teacher, Kaysville, Utah
4. David Potter, Cooperating Teacher, Clearfield High School, Clearfield, Utah

Utah (Continued)

5. Ben Winter, Cooperating Teacher, Spanish Fork, Utah

6. Paul Peterson, Cooperating Teacher, Pleasant Grove, Utah

7. Dan Crandall, Morgan High School, Morgan, Utah, Cooperating Teacher

Washington (6)

1. Ken Owen, Teacher Educator, Pullman, Washington

2. Gilbert Long, Supervisor, Olympia, Washington

3. H. C. Nelson, Cooperating Teacher, Mt. Vernon High School, Mt. Vernon, Washington

4. Pat Alleyn, Cooperating Teacher, Battle Ground High School, Battle Ground, Washington

5. Roy Hallstrom, Cooperating Teacher, Cowiche High School, Cowiche, Washington

6. Larry Gilbertson, Cooperating Teacher, Snohomish High School, Snohomish, Washington

Wyoming (4)

1. Jack Ruch, Teacher Educator, Laramie, Wyoming

2. Gail Wright, Cooperating Teacher, Laramie, Wyoming

3. Conrad Sutton, Cooperating Teacher, Powell, Wyoming

4. Roy Reno, Cooperating Teacher, Riverton, Wyoming

Other Participants Present For One Or More Days

1. Dr. Joe Bailey, HEW - Denver, Agricultural Education

2. Dr. R. W. Canada, Colorado State University, Agricultural Education

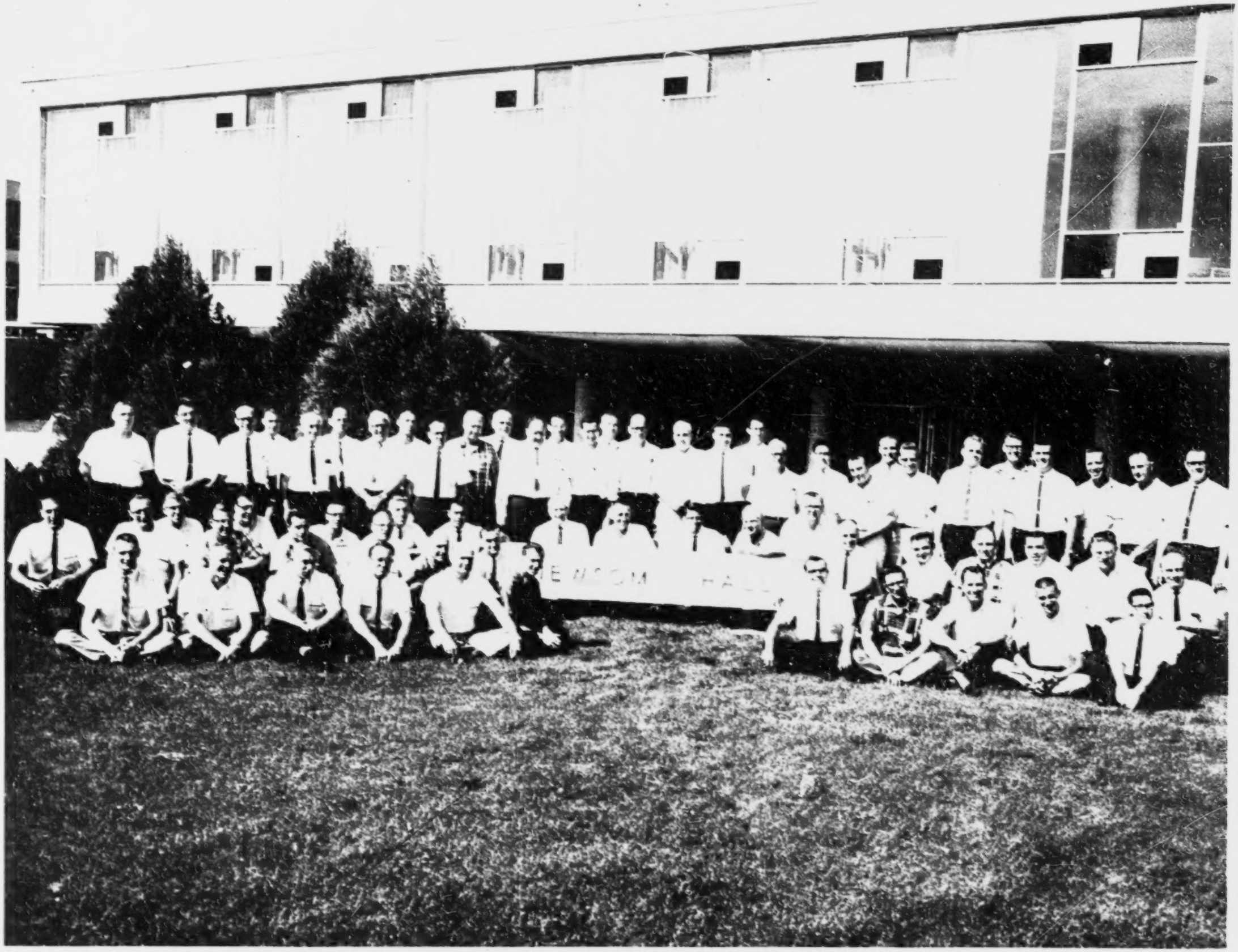
3. I. C. Cross, Colorado State University, Agricultural Education

4. Dr. H. Bruner, Colorado State University, Department of Education

Other Participants (Continued)

5. Dr. Wm. E. Drake, Cornell University, Agricultural Education

6. Dr. Marvin Linson, Director, Vocational Education Division, Colorado State Department of Education, Denver, Colorado



NAMES OF PERSONS IN GROUP PICTURE OF WORKSHOP FOR SUPERVISING TEACHERS

First Row	Second Row	Third Row
Gail W. Deal	Henry Schmitt	J. E. Walker
John Lawrence	Ron Mehrer	Larry Gilbertson
Wayne Mortenson	Gordon Woods	Gail Wright
Brad DeSpain	Douglas Bishop	Cas Heilman
Clarence Hollida	Leon Wagley	Roy E. Reno
John E. McKee	Parker Woodul	H. H. Burlingham
Dan Dunham	Jim Bailey	Emile J. La Salle
Glen Sowder	Phillip Zurbrick	Jack Scott
Don Monasmith	Dwaine Tesnohlidek	Elwood M. Juergenson
Dick Buokovic	Don Larson	Patrick Alleyn
Pius Scheuber	Roger Schoonborn	Carter Luther
	H. H. Christensen	Phil Bratton
	S. S. Richardson	Morty Multanen
		Dave Melin
		Max Stark
		Philip B. Davis

Fourth Row	Fifth Row
Earl Julson	Ken Owen
Paul Foster	Gil Long
Bill Drake	H. C. Nelson
Jack Ruch	C. M. Sutton
Leslie B. Winter	Sid Koon
Dan L. Crandall	Cy Henry
Roy Edwards	
Dick Reid	
Rosco Vaughn	
Roy Hallstrom	
Frank Johnson	
Ron Daugherty	
Paul Kovash	
Robert Haynes	
Harold Anderson	
Bill Aubert	
John Nauck	

WORKSHOP PROGRAM FOR SUPERVISING TEACHERS IN AGRICULTURAL OCCUPATIONS

Sunday, July 31, 1966

P.M.	Registration

Monday, August 1, 1966

A.M.	Registration, continued
9:00	Convening of the Workshop -- Earl Julson
	Welcome -- President W. E. Morgan, Colorado State University
	Let's Get Acquainted -- Stanley Richardson
	Why Are We Here? -- Earl Julson
10:00	Break
10:30-11:30	Keynote Address -- Dr. Wm. E. Drake, Associate Professor, Agricultural Education, Cornell University -- "New Dimensions In Student Teaching"
P.M.	Chairman -- Paul Foster
1:30-2:45	Symposium on: "The Job of the Cooperating Teacher in Agricultural Occupations" followed by questions from the floor and discussion. Panel members were: Jack Ruch, moderator, Dr. Drake, Glenn Sowder, Emile La Salle, Don Dunham, Rex Jensen, Gordon Woods.
2:45	Committee Assignments
	Break
3:00-4:30	Committee Meetings
Evening	Committee work

Tuesday, August 2, 1966

A.M.	Chairman -- Phil Davis
8:30	Address by Dr. Howard Bruner, Associate Professor of Education, Colorado State University, "The Changing Role of the Supervising Teacher in the Enlarged Program of Vocational Agriculture"
9:15	Panel on: "Competencies Needed by Beginning Teachers in Directing Occupational Experience Programs." Questions and Discussion. Moderator: Dr. Harold Anderson. Members: Gail Wright, Dick Reid, Jack Scott, Max Stark, Dr. Bruner, Carter Luther.
10:00	Break
10:15-12:00	Preliminary Reports by the eight Committees on areas and problems identified for consideration by each Committee.
P.M.	Chairman -- Jack Ruch
1:30-2:45	Brainstorming session -- "What Are Some Effective Ways and Means of Solving the Problems As Defined by Committees 1 - 8? Leader -- E. M. Juergenson
2:45	Break
3:00-4:30	Committee Meetings
Evening	Committee Work

Wednesday, August 3

A.M.	Chairman -- E. M. Juergenson
8:30-10:00	Committee Meetings
10:00	Break (Group Picture taken)
10:15-10:45	One Minute Tribute to Dr. Cline

Wednesday, August 3, cont.

10:15-10:45	Role Playing on: "Orientation of a Student Teacher to the School Administration and System." Leader: Stanley Richardson. Role Players: H. C. Nelson, Phil Bratton, Jack Scott, Don Dunham.
10:45-11:45	Committee Meetings
P.M.	Chairman -- Leon Wagley
1:30-1:45	Role Playing on: "Daily Critique." Leader -- Howard Christensen. Role Players -- Henry Schmitt, Dick Reid, Douglas Bishop.
1:45-2:15	State Reports on: "Selected Materials for Student Teaching."
2:15	Break
2:30-4:30	Committee Meetings
4:30 --	Feed Lot Tour -- Montfort, Greeley
Evening	Committee Work

Thursday, August 4, 1966

A.M.	Chairman -- Jack Ruch
8:00-8:40	Role Playing: "Supervisory Visit by Cooperating Teacher With a Student Placed for Work Experience With an Employer in a Non-Farm Agricultural Occupation." Leader: H. H. Burlingham. Role Players: D. Melin, P. Scheuber, D. Tesnohlidek, P. Alleyn.
8:00-8:45	Reading of Dr. Cline's "Why Are We Here" by Cy Henry.
8:45-9:30	Committee V Report: "Evaluating Student Teaching." Questions and Discussion.
9:30-10:15	Committee I Report: "Defining Characteristics and Standards for Student Teaching Centers in Agricultural Occupations." Questions and Discussion.

Thursday, August 4, Cont.

10:15-10:30	Break
10:30-11:15	Committee II Report: "Making the Transition from Student to Teacher Role." Questions and Discussion.
11:15-12:00	Committee III Report: "Conducting Group Instruction." Questions and Discussion.
P.M.	Chairman -- R. W. Edwards
12:30-2:10	Forney Industry Tour
2:10-2:45	Film on Student Teaching -- "Not By Chance."
2:45-3:00	Break
3:00-3:45	Committee VIII Report: "Obtaining, Preparing, and Using Resource Material in Teaching Agricultural Occupations." Questions and Discussion.
3:45-4:30	Committee IV Report: "Conducting Non-Class Activities." Questions and Discussion.
6:30 Evening	Banquet Speaker -- Dr. Hubert Wolfe, Assistant Professor of Education, Colorado State University, on: "Developing Professional Attitudes in Beginning Teachers." Slides provided by Dr. R. W. Cline on: "Experience in the Arizona Agricultural Occupations Program" Shown by Ronald Mehrer and narrated by Leon Wagley.

Friday, August 5, 1966

A.M.	Chairman -- H. H. Burlingham
8:00-8:45	Committee VI Report: "Developing a Manual for Student Teaching in Agricultural Occupations."
8:45-9:30	Committee VII Report: "Developing Guidelines for Cooperating Teachers in Agricultural Occupations."

Friday, August 5, Cont.

9:30	Evaluation of the Workshop
10:00	Break
10:30-10:45	Summary of Evaluation and Recommendations as to Desirability of Holding Similar Workshops in the Future -- Stanley Richardson
11:15	Distribution of Travel Reimbursement Checks to Participants
P.M.	Checkouts -- Other Administrative Details

NEW DIMENSIONS IN STUDENT TEACHING

BY

Dr. William E. Drake, Keynote Speaker

The title of this paper is most interesting even though it is likely that the content of the paper may be most uninteristing. The paper addresses itself to "New Dimensions in Student Teaching." Webster defines dimension as the quality of extension; magnitude; hence, scope; and importance.[1] The dimensions of this paper, then, seem boundless because it is addressed to the magnitude, quality, scope and importance of student teaching. When given that kind of latitude, the only real boundaries of this paper are that it should focus on the task of preparing quality teachers in the particular setting of Agricultural Education in 1966.

I would like to divide this presentation into three phases. First, it would seem appropriate to confess to you some beliefs which I have, and I will do this by admitting a few of my beliefs in the form of some postulates concerning student teaching. Secondly, I would like to describe briefly the setting in which we are attempting to prepare teachers of agriculture. An examination of this setting should help us define and perhaps clarify some of the problems we face. Time permitting, I would hope to conclude with a very brief examination of possible actions which might be taken to aid in the solution of our problems and strengthen our efforts toward producing modern-day teachers of agriculture.

As a consultant to your workshop, I assume that my role is like that which our Deputy Commissioner Nyquist describes for his position. "My purpose as a consultant and that of a clergyman are at opposite poles in purpose. The minister exists to fulfill the Biblical function of comforting the afflicted." My role as a consultant to your workshop, like "that of a school principal, is to afflict the comfortable."[2]

Some Postulates on the Task of Teaching Teachers

As we examine new dimensions in student teaching, it might be well to examine the process of preparing teachers and also examine the roles and responsibilities of the persons responsible for that process. I do not have research findings to support all the things I postulate and I certainly do not expect that we would find consensus among the members of this group on many things that might be postulated, assumed or hypothesized, concerning the "teaching of teachers." However, this does not concern me in the least because I am thoroughly convinced that "when any two of us are in constant agreement, one of us is probably unnecessary."

I would first of all maintain that the student teaching experience is the most vital aspect of teacher preparation. It has been said by some and believed by most...that from the standpoint of the values and responsibilities involved, teaching is probably the most difficult and important of all professions. It has also been said that teaching is both a science and an art. Consequently, those who prepare to teach are perhaps faced with the most challenging preparation leading to any of the professions.

Successful teachers are not "born to succeed." They become competent through "experience and reflective practice." Older teachers may think that experience is a substitute for intelligence; younger teachers sometimes think that intelligence is a substitute for experience. If we start with intelligent teacher candidates (and some of you experienced supervising teachers are not always sure that we do) but if we do, then student teaching should provide the opportunity for the would-be teacher to practice intelligence and intelligently practice the many skills and abilities which are most vital to the teaching profession.

I believe it was a man named Socrates who said "the way to learn to play a harp <u>well</u> is to sit down and play it"; but he added: "This is also the way to learn to play it <u>badly</u>." If I understand Socrates, he was saying "that in order to <u>do</u> well, one must <u>practice</u>." And he was also raising the question of learning to <u>do</u> <u>well</u> and learning to <u>do</u> <u>badly</u>. I believe Socrates was inferring that the difference may be due to the guiding hand of a teacher. Then in our consideration of teaching, we might conclude that one must practice teaching in order to teach well, and fundamental to that practice is the "teacher of teachers"...the "resident supervising teacher." And so this philosopher who is less learned and less known than Socrates would say "that the way to learn to teach <u>well</u> is to teach, but this is also the way to learn to teach <u>badly</u>, and the difference is largely determined by the supervising teacher.

But I doubt that my time is well spent in building a case for supervised practice when addressing a group of master teachers who have demonstrated again and again that supervised practice is fundamental to much of learning whether the learner is a high school voag student or a teacher experiencing an internship in teaching at the very threshold of his professional career.

Because we are concerned here with the preparation of teachers and the act of teaching, my next postulate would attempt to answer the question, "Is teaching a science or an art?" My answer would be that teaching is both a <u>science</u> and an <u>art</u>," and though teaching is probably more art than science and is not subject to appraisal of a generalized sort, it (teaching) is a form of behavior and can be analyzed and improved. Therefore, I would maintain that teachers are not just born -- they can be trained and evaluated. Certainly we would admit that some people seem to be born with qualities that help them practice the art of teaching -- but any intelligent person can benefit from training for teaching if he really wants to teach.

I would next postulate "that the supervising teacher is the most influential single individual involved in the experience of a prospective teacher." He becomes the hub of all the preparation experiences. And if education is both a science and an art, then the supervising teacher must be both a scientist and an artist. As a scientist in education he must understand the processes of education. He must know why he does what he does. As an artist in teaching, he must either be born with, or develop, the human qualities of a good teacher. He must have the personal equipment to operate as a superior teacher.

The importance of the supervising teacher's role leads me to my next postulate "that the individual who is a superior teacher of agriculture is not always a superior teacher of teachers." Certainly we would all agree that to be a supervising teacher one must be a strong teacher. But I maintain that just being an outstanding teacher of agriculture does not automatically qualify one to be a superior supervising teacher.

Sociologically speaking the supervising teacher holds a position and positions are constituted by many roles. Let me address myself briefly to some of the more important roles played in the position of the supervising teacher.

First and most important of the supervising teacher's role is that of being a "teacher of teachers." And I maintain that this is quite different than being a regular teacher of agriculture. As I have pointed out earlier, being an outstanding teacher does not necessarily qualify one to be a supervising teacher. A second role is that of being a superior teacher of agriculture. The supervising teacher must "practice what he preaches." He must also practice what others in education, such as teacher educators, preach. He must remember that young teachers tend to teach like they have been taught and it is always possible that they may have been taught badly. The supervising teacher must be an orienter. He must guide the student teacher through the important transition from student to teacher, from the blue jacket of the F.F.A. member to the grey jacket of the F.F.A. adviser. He must carefully orient his student teacher to the community and the institution in which he will acquire his practice. He must be an outstanding staff member of the school. He needs to demonstrate this role to his student teachers and set patterns for their activities as staff members. Our supervising teacher must be an active member of the teaching profession. His attitudes toward teaching will be reflected in the careers of his student teachers. If he does not feel dedication toward his profession, he should not be trusted with a task so important as that of supervising students of that profession. He must be an evaluator. He will continually be called upon to evaluate his own performance and that of his student teachers. And, in addition, he must teach the student teacher to be a "self evaluator." The supervising teacher must be, in some respects, a psychologist and a diagnostician of the most very, very human order. He must immediately identify the strengths and weaknesses of his student, he must recognize personal problems, teaching readiness, over-confidence and lack of confidence. These things are all

essential and yet they must be accomplished with the patient hand of a trusted friend.

I would next postulate "that the student's pre-service college course work and his student teaching experience must be coordinated into a total package of preparation." We in vocational education have, for a long time, been building a case for relating theory to practice. We would be guilty of establishing a very shabby dichotomy if we did not follow our own gospel when training our vocational teachers. Because we have learned that theory is not enough, but must be supplemented by intelligent directed practice...we have supervising teachers.

My last postulate concerns the setting in which the student teaching experience is conducted. It seems to me "that the best setting, and perhaps the only adequate one, is full-time resident student teaching." If we are to simulate, to any degree, the true teaching experience, then it seems appropriate that the student should at some point in his experience assume a full teaching load. And to realistically get-the-feel for his total professional responsibilities it seems logical that he live in the community where he carries out these responsibilities.

The Setting for Preparing Teachers of Agricultural Occupations

As we set about the task of preparing teachers for a changing agriculture, it would seem appropriate to examine briefly the setting in which we must carry out this task. If in our present setting we raise the question, "How can we bring student teaching in agriculture abreast with modern agriculture?" we might hear a dialogue something like this:

> The young teacher trainer (innovator): "We've got to change our student teaching program to bring it up to date with the agricultural occupations complex...we must innovate."
>
> The teacher trainer of long experience (old hand): Don't jump on any band wagons, Son. It's taken 49 years to build the good program we've got so don't destroy it with hasty changes."
>
> School Administrator (employer of teachers): "We would like to offer a good program in agriculture but where can we find good teachers? If agriculture is so important, where are all the young men seeking a career in the teaching of agriculture? If we don't find a good teacher, we will have to close our department."

Guidance Counselor: "How in the world do you expect me to encourage boys in the direction of agriculture ...I hear that it's a dying industry. And besides, I'm evaluated on the basis of how many kids I can get into name colleges."

U. S. Office of Education staff member: "I've got ten million dollars to spend by July 1. If I could just get good universities to write proposals for improving teacher education, I'd look pretty good."

Supervising teacher: "I'd like to broaden my program and I'd like to work with student teachers...but I'm too busy already and besides my training has equipped me to teach production and management, not a dozen different occupations in agriculture."

Student teacher: "It would take me 20 years to learn all the things the teacher educators say I should know."

Our situation is certainly not all that bad. But education in agriculture is changing and it must in order to serve an agricultural industry which may be changing more rapidly than any other segment of our economy. To examine the setting in which we find ourselves and if we accept the thought that "the past casts its shadow on the future," then perhaps it is appropriate to glance quickly at the past, inventory the present and then focus on the future.

Glance at the Past

People inside and outside our profession have been telling us what and how we have been doing for a long, long time. In fact, we in agriculture, as others in any educational program that is doing something, have been receiving both positive and negative, solicited and unsolicited appraisals of our program since 1917. We have heard praises sung for our outstanding job of farmer training and encouragement of rural leadership. And at the same time we have been criticized for contributing to the accumulation of agricultural surpluses and allowing the "F.F.A. tail" to wag the "Vo-Ag dog." We have heard statements of a state governor crediting Vo-Ag and the F.F.A. for his success as a leader and at the same time we have heard a magazine of national circulation label us as "blue collar pedagogues" operating an educational program from which one graduate in ten can find an opportunity in production agriculture.

Certainly education in agriculture has had its share of critics. And this may well be a normal situation for any educational program that is important enough to capture attention. Any educational program designed to serve the people of an agriculture as dynamic and changing as ours is quite apt to receive the attention of the knowledgeable and the not-so-knowledgeable, the constructive and the not-so-constructive observers.

Inventory the Present

As we examine our situation in 1966 and inventory that situation, we must list the fact that we have established a firm place under the "educational sun." Through the strong and intelligent leadership of our professional associations and government leaders who were perceptive to the changing need for vocational education, we have been given a new challenge by Public Law 88-210. In 1966 we can inventory efforts we have made and are making, to tool up for this new challenge. We can appraise the efforts made to bring our program "in tune" with a very complex agricultural industry.

Studies have been conducted in nearly every state to determine the nature of agricultural employment off the farm and ranch. Nearly every state, if not every state, has either established pilot programs in agricultural occupations or is currently preparing to do so. We have gathered a great deal of information concerning the agricultural occupations complex and we are now learning a great deal about designing and conducting vocational education to train for that complex. Many of our emerging programs are so new that we are still "smoking out" serious problems. Others are quite well established and are proving themselves. It is quite jolting to realize that in New York there are vocational programs in ornamental horticulture which have been operating for 20 years. But only in the past few years have we realized the need for such programs on a much broader scale. Within the past three years in New York, we have actually committed ourselves to vocational programs in Agricultural Mechanization, Conservation, Agricultural Business and Ornamental Horticulture. And finally, that commitment has been made in the form of a revised State Plan, suggested courses of study, a new certification program for teachers and in-service training for experienced teachers seeking to specialize.

Focus on the Future

It has been said "Where you stand is not important -- it is in what direction you are moving that counts." As we look ahead, the definitions of our problems are becoming much clearer. We have committed ourselves in agricultural education to serve an agricultural industry which is much larger and much more complex than farming and ranching. Our problem, then, as supervising teachers and teacher educators, is to prepare well-equipped teachers to teach that kind of agriculture. We are establishing new curriculums in agriculture. That is a healthy sign in agricultural education and that is why we are here concerning ourselves with new ways to prepare teachers.

Essential Dimensions

And now quickly, and with respect for the clock, let's examine some of the essential dimensions of our task in teaching a new kind of teacher.

First we must accept the fact that our emerging programs are "different"...and this kind of changing is not easy. Just a few years ago I heard a teacher-educator from one of our good Southern states say "that when he faced the problem of agricultural occupations, his first thought was that the easiest alternative would be to just wait around for retirement." I heard one man in the East say "It can't be done" and they tell me that some Westerners threatened to "sack their saddles." It was even rumored that in some of the more agricultural states, right after Public Law 88-210 was passed, ag teachers directed their students to stand each morning at 10:00 A.M., face Washington, D.C. and recite the preamble to the Smith Hughes Act.

As we face the task of preparing teachers for vocational programs in agricultural occupations we can find satisfaction in the thought that many of our good procedures still stand.

Perhaps we should examine carefully the sound, time-tested procedures which we have used in the past because these proven procedures are very likely our general dimensions for preparing teachers of agricultural occupations. And I will mention only a few of these general dimensions. Certainly, full-time resident student teaching is one of the dimensions which holds for teacher preparation in agricultural occupations. But as we move into new kinds of programs, we may be asking for specific specialization on the part of the teacher. This being the case, it is essential that the student teacher gain experience in the type of program for which he is preparing to teach. This places an even greater emphasis than in the past on a most careful selection of programs in which student teaching will be conducted. Thus, specialization becomes a dimension we must recognize.

Another general dimension worthy of our attention is the balance of total time spent in preparing to teach. The great debate of "how much general education, professional education and specific subject matter should be included in a teacher's preparation?" continues. The National Commission on Teacher Education has suggested that 3/8 of the time be committed to general education, 1/8 to 1/6 for professional education and 1/2 of the teacher's preparation time for advanced study of subject matter in the teaching field.[3] This balance of time is a dimension which we will need to watch most carefully as we prepare teachers for agricultural occupations.

There are many more specific, new dimensions which will need our attention. The course content of our emerging programs presents a new and more difficult problem as the young teacher faces the question of "What should he be teaching?" The facilities with which he learns to teach agricultural occupations are different than those we have dealt with in the past and they present a new set of problems in budgeting, maintenance and classroom management. The teacher of agricultural occupations is faced with a new set of problems in providing student experience programs. Among many of the emerging programs in agriculture, this is the task which teachers of agricultural occupations point to as being the most difficult. First, we must assume that the teacher

candidate has had adequate preparation to be knowledgeable about the occupations in which he will place his students for experience. Farm or ranch experience is not enough, and although this is a teacher certification problem, the student teacher does need first-hand experience in the occupations for which he is teaching. In some pilot programs, summer employment in the occupational area has proven beneficial to the teacher. Contrived experience at the school is usually essential before students can be successfully placed in real training stations. And the student teacher must have practice in providing this portion of the occupational training program. To do this, he can rely on many of the good teaching practices and techniques that we have used for farmer training, but he will need to sharpen up such techniques as role playing and leading students to develop and evaluate their training plans. Placing his students in a "world of work" setting where the parents are absent from the scene calls upon the prospective teacher to perform a much more complicated task than that of providing farm experience programs. He must develop skill in coordinating the experience programs of his students with employers who are not oriented toward teaching and do not hold the vested interests of a parent on the home farm. Our new teacher candidates face such new experiences as multiple teacher departments, area vocational programs, and increased cooperative efforts between the various vocational fields within one school system. They will be called upon to know their students better in order to place them in appropriate training stations. They will be called upon to evaluate their programs more systematically than in the past and to communicate the program to the public which it serves. The quality of instruction becomes increasingly important, as small enrollments in specialized occupational areas increases the per capita student cost.

These are only a few of the dimensions that are likely to become increasingly important to the supervising teacher as he sets about preparing young teachers. I'm sure that throughout this week we will be identifying and discussing many more.

Summary

In terminating this discussion, I would make several summary points. First, it is important for us to recognize the important roles played by the supervising teacher in carrying out his job as a teacher of teachers. And it is vital that he have a high degree of competence in teaching agricultural occupations. Secondly, he must provide for his student teacher realistic teaching experience in a setting where quality instruction for agricultural occupations is taking place. Thirdly, he must himself implement and provide practice for his student teachers in dimensions of experience that are unique and characteristic to training in agricultural occupations. Among these might be included a more complex and business-like arrangement for student occupational experience, courses of study that are carefully based upon the needs of those occupations being trained

for, realistic, contrived, in-school experience to prepare the student for actual placement experience, teaching methods and techniques appropriate to specific occupational training and the follow-up and evaluation essential to expensive, specific, individual instruction.

As we experiment with student teaching in emerging agricultural occupations programs it is essential that we very carefully evaluate our innovations in training teachers. To provide for this dimension, we will need complete understanding and consensus between teacher educators and supervising teachers concerning the objectives of student teaching. These objectives must be specific and clear to the point that supervising teachers and teacher educators will know, quite exactly, just what terminal behavior they expect from their student teachers.

In the West you may have moved further than we have in the East. But I think it is safe to say that "at the present time we have a very serious shortage of experienced teachers who have developed a high degree of competence in conducting agricultural occupations training. And the result is that we have an equally serious shortage of well developed training programs for agricultural occupations." And, of course, these are only a few of the many dimensions that will "afflict our comfort" as we tackle the job ahead of us.

Conclusion

I would conclude by telling you what you already know -- "Your job is not easy"...but to those who share the privilege of educating teachers of agriculture, I trust you find it challenging and enjoyable. It's too bad that we do not have all the answers on how to train teachers of agricultural occupations. James Conant has had much to say about the process of preparing teachers, and I would place his book, "The Education of American Teachers," on your reading list even though I disagree with some of the things he says. He maintains that "How best can we prepare teachers?" is an open empirical question. This statement follows his conclusion that "Professors of education have not yet discovered or agreed upon a common body of knowledge that they all feel should be held by school teachers before the teacher takes his first full-time job."[4] And since, as a professor of education, I am a target of his remarks and since teaching agricultural occupations is more complex than much of teaching, I trust you will forgive me if I do not have all of the answers.

As we tackle the problems of training teachers of agricultural occupations, I am reminded of an oak tree analogy. There are several ways to reach the top of an oak tree...you can cut it down and thereby destroy many, many years of good growth, or you can sit on an acorn -- but that is too slow. And you can take the hardest and best alternative and climb your way to the top. We can't abandon the good things we already know...we haven't the time to sit on an

acorn...so perhaps at this workshop we can start climbing in the direction of getting on top of our problems in providing quality student teaching experiences for teaching agricultural occupations.

And now I will finally close with two comments. Because we are here to improve our competence in teaching teachers, I would remind each of us that "Who dares to teach must never cease to learn." And secondly, I would plead that as we pursue the objectives of this workshop we not forget for a moment that "each of us at some time and at some place was once a student teacher."

References

1 Webster's Collegiate Dictionary, Fifth Edition, 1947, G & C Merrium Co., Springfield, Mass.

2 Nyquist, E. B., Paper delivered at the November 6, 1964, Conference for Beginning School Administrators.

3 Report of the National Commission on Teacher Education.

4 James B. Conant, The Education of American Teachers. New York: McGraw-Hill Book Company, Inc., 1963, p. 141.

SUMMARY OF GENERAL PROGRAM ASPECTS

Summary: Symposium on "Job of Cooperating Teacher in Agricultural Occupations"

The following highlights of the supervising teacher's responsibility were brought out in the symposium and discussion which followed:

1. Introduce the work experience program to students and student teacher -- involve him in planning and supervision.

2. Teach "how to teach."

3. Coordinate "what to teach" in agricultural occupations based on community industries and business -- agriculture related.

4. Involve the student teacher in as many of the duties normally carried by the teacher as possible and delegate maximum responsibility to him commensurate with his ability and growth during his student teaching period.

Summary: Presentation by Dr. Howard Bruner on "The Changing Role of the Supervising Teacher in the Enlarged Program of Vocational Agriculture"

1. What is the role? To bridge the gap between theory and practice, between the university and high school department where student teacher does his student teaching.

2. Increasing emphasis on student teaching.

3. Improved professional status of supervising teacher.

4. Need for closer working relationships between school acting as student teaching center and the college teacher education department.

5. The need to provide legal status in some states for the student teacher.

6. Need for supervising teacher to use taped recordings of lesson presentations and other up-to-date methods of evaluating student teaching, including self-evaluation.

Summary: Dr. Howard Bruner, cont.

7. Increased Public Relation is responsibility of supervising teacher in working with down town industry and business.

8. Accepting new ideas, practices and methodology peculiar to working in agricultural occupations.

Summary: Panel on "Competencies Needed by Beginning Teachers in Directing Occupational Experience Programs"

1. Most competencies needed are the same as in the traditional vocational agriculture program, with change in emphasis.

2. Being able to communicate and work effectively with employers in agricultural industry and business.

3. Conduct occupational surveys.

4. Know seasonality of work in work experience stations--adjust to it.

5. New guidance role.

6. Ability to plan content and length of programs to develop effective competence levels of individual students.

7. Need more understanding in business, salesmanship, etc.

8. Greater public relations consciousness and ability to work with organizations.

9. Recognize abilities in students and use to supplement teacher's ability.

Summary: Reports by states on "Selected Materials for Student Teaching"

The following were some new ideas or materials being used by states:

All	1.	Many forms of audio visuals
California	2.	Educational TV
	3.	Video Tape
Arizona	4.	Tape Recorder; Frying Pan Method
Idaho	5.	Community Study Data
New Mexico and Nevada	6.	Transparencies

Summary: Report by States, cont.

Oregon	7.	Pass or fail only -- evaluation.
	8.	Teaching internships
Utah	9.	Summer Placement of Student Teachers
Washington	10.	Pilot testing of instructional materials
Wyoming	11.	Bulletin for administration on agricultural occupations programs

Summary: Tours

On Wednesday, late afternoon, about half the participants visited the Montfort Feed Lot operations near Greeley where over 100,000 steers are fattened each year.

From 12:30 - 2:10 Thursday, August 4, a tour of the Forney Industry was made by the majority of the participants.

Forney Industry manufactures arc welders, employing a sizeable number of men and women in the Fort Collins area.

BRAINSTORMING SESSION

on

"What Are Some Effective Ways and Means of Solving The Problems As Defined by Committees 1-8?"

Leader - E. M. Juergenson

Committee I: "Defining Characteristics and Standards for Student Teaching Centers in Agricultural Occupations."

Problems pin-pointed for Brainstorming were:

1. Is the agricultural occupations program part of the traditional Vocational Agriculture Program, or a separate program?

2. What characteristics are common between the two programs?

3. What different teacher qualifications are essential for the teacher in agricultural occupations?

Response to Problem 1.

1. Have a work experience program in school.
2. Employer-employee relationships.
3. More frequent visits necessary.
4. More interest and understanding from ag businessmen.
5. From triangle -- teacher-student-parent -- to square, also including employer.
6. Some competencies are the same as in the traditional program, others are different.
7. High school vocational training is a step toward gainful employment.
8. More sophisticated communication needed.
9. Principle of expanded program.
10. Useful records.
11. Greater use of community surveys.
12. Satisfies use of 88-210 funds.
13. Evaluation -- number enrolled versus number placed.
14. Place students in field of interest.
15. Greater use of resource people in community.
16. Think of greater geographic areas.
17. Could help enrollment in schools.
18. Either a part, or separate from regular program.
19. For all students, both boys and girls.
20. Need cooperation from administration and guidance.

Response to Problem 1, cont.

21. Meets requirements for supervised work experience.
22. Released time for students.
23. Leads toward flexible scheduling.
24. Should receive credit; need changes of policy within the school.
25. Theory taught, followed by practice.
26. Greater use of school land lab.
27. Provide maximum of vocational choice.
28. Comply with labor regulations.

Problem 2. If there are differences, how do we select centers?

1. Opportunity for placement of students.
2. Recognize present student teacher competencies.
3. Select centers that have agricultural occupations programs in operation.
4. An extension of in-service training by student teaching centers and states.
5. Supervising teacher competency.

Committee II: "Transition from Student to Student Teacher Role"

Problem: How to orient student teacher to the new concepts involved in Agricultural Occupations

1. Assume professional appearance and ideas.
2. Develop mature attitude.
3. Delegate responsibilities to student teacher in Agricultural Occupations.
4. Have student teacher work out a sample community survey.
5. Live in the community.
6. Use survey in a small area.
7. Student teacher interview a prospective employer.
8. Set up college course in this area.
9. Attend civic club professional meetings.
10. Arrive at school early in year.
11. Longer period of student teaching internship.
12. Work with advisory committee.
13. Become familiar with complete programs; know goals and purposes.
14. Visits to key farmers in the area.
15. Membership in professional organizations.
16. Arrange for local publicity in community.
17. Pay student teacher.
18. Work at more than one cooperative school.
19. Write-up in local paper on the program.

Committee II, Problem, Cont.

20. Become familiar with other vocational programs in the school.
21. Know background of student center.
22. Make tangible contribution to the center.
23. Help plan and organize curriculum for off-farm agricultural occupations.
24. Familiarize himself with all state reports; learn to budget time.
25. Arrange for use of resource person in the community.
26. Become familiar with state and local labor laws.
27. Work experience for student teacher in Agricultural Occupations.
28. In-service program in Agricultural Occupations for supervising teacher.
29. Conduct field trips; act as F.F.A. advisor.
30. Student teacher teach one area of occupations.
31. Supervise more occupational placements than production.
32. Extend education period.
33. Don't scare him out of the profession.
34. Have area and regional workshops.
35. Shop locally.

Committee III: "Conducting Group Instruction"

Problem: Learning skills to have experience in

1. Plan an instructional unit in Agricultural Occupations.
2. Role-playing.
3. Use of communications skills, audio-visual, telephone, TV, etc.
4. Use of resource persons in community.
5. Exposure to the world of work.
6. Attendance at local meetings.
7. Career exploration, industry, speakers, observation, etc.
8. Employer-employee relationships.
9. Leadership -- public speaking.
10. Cooperation with state employment services.
11. Training in salesmanship.
12. Using resource library.
13. Student self-analysis.
14. Using land laboratory.
15. Participation in Federal programs -- i.e., work-study, etc.
16. Cooperative buying and selling.
17. F.F.A. activities related to off-farm agricultural occupations.

Committee III, Problem, Cont.

18. Attendance at industrial short-courses.
19. Proper housekeeping and safety.
20. Knowledge of business machines and business methods.
21. Use of programmed instruction materials.
22. Job analysis on occupations.
23. Know of Vocational Guidance.
24. Use of Vocational Interest Tests.
25. Use of other Vocational Programs in school.
26. Role of organized labor and labor laws.
27. Responsibility to job -- punctuality.
28. Personality development.
29. Industry education programs; Chamber of Commerce.
30. Farm City week -- participation.
31. Include occupations in each instructional unit.
32. Expand shop program -- i.e., recreation projects.

Committee IV: "Conducting Non-Class Activities"

1. Assist students to plan college program.
2. Place students in interest area.
3. Variety of work experience.
4. Acquaint students with job possibilities.
5. Offer specialty subjects.
6. Work in Agricultural Occupations in summer.
7. Explain college and industry scholarships.
8. Orient Guidance Personnel in Agricultural Occupations.
9. Participate in University and college science programs.
10. Expose students to different colleges through F.F.A. activities.
11. Follow-up programs for graduates.
12. Emphasize leadership programs in F.F.A. program.
13. Keep work experience stations open.
14. Provide flexibility; college or employment.
15. Have each senior study in depth a career.
16. Cooperate with existing school programs.
17. Encourage campus visitation.
18. Use college representatives as speakers.
19. Provide for long-time educational planning.
20. Career days.
21. Keep a wide variety of current college catalogs.
22. Student analysis of our job potential.
23. Go beyond usual off-farm agricultural occupations -- include banking, public relations.
24. Prepare for terminal vocational jobs.
25. Good memo of understanding with employer -- school.
26. Use of contract material national center.
27. Involve teacher in placement.

Committee IV, cont.

28. Minimum pay for work experience.
29. Coordinate work experiences with other services in school.
30. Exploratory rather than placement.

Committee V: "Evaluating Student Teaching in Agricultural Occupations"

Problem: Identify "new" abilities, skills, attitudes and knowledge needed by both supervising teachers and student teachers

1. "Split" minors on BS level.
2. Business machines, telephone communications skills, etc.
3. Handling money, apply effectively for projects.
4. State objectives in terms of terminal behavior.
5. Ability to adjudicate between employer and student (adjust program).
6. Ability to select training centers.
7. Problem-solving approach.
8. Increased role in occupational guidance for teachers.
9. Knowledge of Labor Laws.
10. Ability to use new Record Book.
11. Flexible attitude, not tied to traditional program.
12. Ability to communicate effectively.
13. Ability to evaluate capability of student for placement.
14. Skill in salesmanship.
15. Knowledge of D.E. -- buying, marketing.
16. Manual skills -- ability to demonstrate jobs.
17. Think "Big".
18. Courses in Agricultural Occupations at teacher education center.
19. Technical skills in horticulture, conservation, wild life management, forestry, mechanization, recreation, automation, etc.
20. Knowledge of research skills.
21. Ability to revise and up-date curriculum.
22. Job analysis.
23. Ability to cooperate with employers to develop training guides.
24. Be aware of business problems.
25. Business loyalty -- keep "trade secrets."
26. Know desirable employee characteristics.
27. Select, file, and use materials.
28. Housekeeping responsibilities.
29. Personality development -- when to speak?
30. Balanced life.
31. Ability to understand business attitude.
32. Proper attitude and pride toward each job.
33. Accept responsibility for program development.

Committee VI: "Developing a Manual for Student Teaching"

Problem:

1. Who is responsible in the student teaching center to equip the student teacher?
2. What experiences in supervising off-farm agricultural occupations are essential in student teaching?

Responses, Problem 1.

1. Teacher-trainer.
2. College or University.
3. Local H.S. and Vo-ag Teacher.
4. Provisions through profession.
5. Supervising teacher.
6. Board of Trustees, administration.
7. Advisory Council.
8. Bureau of Agricultural Education.
9. Student teacher himself.
10. Faculty and staff at the high school in which he works.
11. Regional supervisor.
12. Cooperating community agents.
13. Department of Public Instruction (credentials).

Responses, Problem 2.

1. Observation.
2. Work experience in the field (put student teacher on the teaching job).
3. Selection of training (work) stations for students.
4. Make supervisory visits.
5. Keeping records of supervisory visits.
6. Make progress evaluation of student's employer and students periodically.
7. Learns to communicate with employer.
8. Conduct community survey.
9. Role-playing with student in the classroom.
10. Parent-and-son planning.
11. Counsel and guide students.
12. Develop proper attitudes toward world of wor
13. Follow proper administrative channels.
14. Keep follow-up records.
15. Teach an occupation unit in the class.
16. Be able to recognize own defficiencies and ask for help in these areas.
17. Experience in preparing occupational guide for employer.
18. Trouble-shooter where help is needed.
19. Cooperate with other services in supervision.
20. Understand procedures for making arrangements for work stations.

Committee VI, Problem 2, cont.

21. Be customer of his student.
22. Work with community agencies concerned with the same problems.
23. Use good judgement; think before you talk; be a good listener.
24. Be loyal to professional associates.
25. Learn to be diplomatic and tactful.
26. Learn to call people by name.

Committee VII: "Developing Guidelines for Cooperating Teachers in Agricultural Occupations"

1. Participate in workshops -- continuing education.
2. Released time for job experience (at 1/2 pay -- 1 mo.).
3. Student teacher work in industry during summer.
4. Obtain industry support for summer months for scholarship work.
5. Special courses in University and Colleges.
6. Set up local pilot programs.
7. Encourage sabbaticals.
8. Inter-departmental evaluation.
9. Be on service club scholarships.
10. Travel scholarships to Agr. industry.
11. Use advisory committee.
12. Self-evaluation and determine means to improve.
13. Visit other Vocational Agriculture Departments having a good program.
14. Professional and technical reading.
15. Participate in conducted field study tours.
16. Give instructors list of resource materials available.
17. Specialized training in Vocational Schools.
18. Write-up on successful programs.
19. Union and college specialists visit schools.
20. Exchange teachers between schools.
21. Improve teacher-educators.
22. Supervising teachers teach college classes.
23. Provide for industry and other presentations in Summer Conference.
24. Inter-departmental tours.
25. Acceptance of responsibility to learn about Agr. occupations.
26. Student follow-up.
27. Specialization in college majors.
28. Exchange classes.
29. Teach in other vocational programs in your school.
30. Team teaching.
31. Provide laboratory.
32. Assemble, organize and catalog visual aids so teacher can find resource materials.

Committee VIII: "Obtaining, Preparing and Using Resource Materials in Teaching Agricultural Occupations"

1. S.R.A. tests, etc.
2. Use of student assistants.
3. Work-study program -- liberal interpretation.
4. Set up student resource center.
5. Catalog IBM.
6. Have a copy of Dictionary of Occupational Titles.
7. Top other Agencies materials.
8. Have a Materials Development Workshop.
9. Cross-reference subject materials.
10. Add to and use school and county film libraries.
11. Uniform bulletin file.
12. Develop slide file on Occupations in Your Area.
13. Establish state or area materials center.
14. Coordinate efforts between states.
15. Tape job interviews.
16. Use of Ag Dex files.
17. Use of transparencies project.
18. Florida Careers materials.
19. C.S.U. Bibliographies on Agricultural Occupations -- (included with this report).

COMMITTEE REPORTS

Committee I -- DEFINING CHARACTERISTICS AND STANDARDS FOR STUDENT TEACHING CENTERS IN AGRICULTURAL OCCUPATIONS

Co-Chairmen: Gail Wright, Wyoming
Cas Heilman, Oregon

Consultants: Emile LaSalle, Supervisor, California
Jack Ruch, Teacher-Educator, Wyoming

Members:
1. David Potter, Utah
2. Gail Wright, Wyoming
3. Glenn Sowder, Colorado
4. Jim Bailey, California
5. Bill Aubert, Montana
6. Clarence Hollida, New Mexico
7. John McKee, Arizona
8. Cas Heilman, Oregon

THIS WE BELIEVE

The student teacher should have the opportunity to obtain his student teaching experience in a dynamic and aggressive training center. We also recognize the importance of harmonious relationships between the agricultural department staff, students, and school administration.

The co-operating teacher must be highly professional and forward-looking. He must be genuinely interested in, and sensitive to the problems of the student teacher. He must be held in respect by his fellow teachers and by the community.

We further believe that the characteristics of the agricultural curriculum should meet the needs of the service area and be broad enough to meet the needs of industry.

The State Department of Agricultural Education and the teacher education institution must cooperate in, and be responsible for the establishment of the standards to be used as criteria in the selection of training centers.

Lastly, it is desirable that the community provide a broad spectrum of training opportunities in agricultural occupations.

Committee I
Defining Characteristics and Standards for Student Teaching Centers in Agricultural Occupations

PROBLEMS WE FACE:	THIS WE CAN DO:
A. What indications are present that the local school administration is receptive to the student teaching program in agricultural occupations?	1. Provide favorable support for present program, such as: adequate time for supervising teacher, adequate funds made available for program, provide favorable faculty cesperation, provide advisory council, provide adequate physical facilities, provide satisfactory vocational guidance services, provide adequate liability coverage, provide faculty privileges to student teacher.
B. What physical facilities are needed in the schools teaching agricultural occupations?	1. Have an outstanding well-rounded program in operation. 2. Provide adequate physical facilities, including: classroom, mechanics laboratory, resource materials, and land laboratory. 3. Provide specialized equipment used in the occupations in which instruction is given.
C. What should be the characteristics of the agricultural curriculum in the prospective student teaching center?	1. Time should be provided for supervision and program preparation. 2. Favorable relationship exists between supervising teacher and other vocational educators in the student teaching center. 3. Logical arrangement of course and subject matter content is planned to meet student goals and needs. 4. Have adequate enrollment to justify the program. 5. Have plans, surveys and evaluations in use. 6. Program shows evidence of good relationship with business.

Committee I
Defining Characteristics and Standards for Student Teaching Centers in Agricultural Occupations

PROBLEMS WE FACE:	THIS WE CAN DO:
D. What characteristics and qualifications are essential for a supervising teacher?	The supervising teacher: 1. Should be a mature professional teacher, well established in his community; 5 years desirable, 3 years used by many states as minimum. 2. Should be very familiar with the opportunities in his own community, county, and state. 3. Should have had educational work or experience in off-farm agricultural occupations. 4. Should stay in close contact with agencies of agricultural employment, i.e. private employment agencies, state employment commission, agricultural colleges. 5. Should be in close contact with the student placement personnel in the school. 6. Should be systematically improving his academic and professional growth. 7. Should have special strength in enthusiasm, tact, and optimism. 8. Should have the ability to teach teachers. 9. Should work well with all other agricultural agencies in the community.
E. What characteristics should a selected community have for a program in agricultural occupations?	1. Should have opportunities for placement. 2. Total school and community support should be evident.

Committee I
Defining Characteristics and Standards for Student Teaching Centers in Agricultural Occupations

PROBLEMS WE FACE:	THIS WE CAN DO:
E. Cont.	3. Agricultural department should have an active advisory committee. 4. Agriculture in the community should be as diversified as possible.

Committee II -- Making the Transition From the Student Role to the Teacher Role

Chairman: Donald Larson, New Mexico

Consultants: Paul Foster, Colorado
R. C. Haynes, Idaho

Members: Donald Edwards, Utah
Darrell Anderson, Colorado
Larry Gilbertson, Washington
Henry Schmitt, Oregon

Recorder: Phillip Aurbrick, Arizona

THIS WE BELIEVE

We believe that there is a transition that must occur between the student role and that of the teacher. Further, that this transition is a continuous process that occurs over an extended period of time. The transition involves a change or modification in philosophy, attitudes, knowledge, understanding, skills, and techniques.

We believe a student teacher must become a functional part of the local community. Further, there is a need on the part of the student teacher to understand the objectives of other vocational areas as well as those of general education, in order that the agricultural occupation program can be integrated with the other vocational areas and general education for the overall benefit of the individual student. We believe there is a difference in planning, implementing and supervising the occupation program. We recognize that to be an effective teacher, the student teacher must make the transition from the disciplined to the disciplinarian. We also recognize that the student teacher should be well organized in presenting his classroom subject material in order to be an effective teacher. We believe a student teacher must experience success in order to gain confidence.

Finally, we believe that both the teacher educator and the cooperating teacher have an important role to play in helping to bring about the transition from student to teacher.

PROBLEMS WE FACE:	THIS WE CAN DO:
A. To develop an attitude in the student teacher that he is a teacher rather than a student.	1. Encourage proper dress, adult conduct, added responsibility and possible changes in basic values concerning behavior in the transition from student to teacher. 2. Develop mature ideas in dealing with educational problems.

Committee II
Making the Transition From the Student Role to the Teacher Role

PROBLEMS WE FACE:	THIS WE CAN DO:
A. Cont.	3. Join teacher educational associations on a local, state, and national level.
B. How to develop a positive attitude and enthusiasm for the job.	1. Leadership and enthusiasm displayed by the cooperating teacher and teacher educator.
	2. Have adequate facilities for the student teacher to conduct educational experiences in the areas of agricultural mechanics and classroom instruction.
	3. Provide up-to-date source units, equipment for agriculture shop, greenhouses, books, laboratories, etc.
	4. Attend workshops for professional improvement.
C. How to develop the ability in the student teacher to recognize discipline problems and to handle these on his own.	1. Familiarize student teacher with student names, home life, economic level, and production or supervised occupational experience program.
	2. Supervising teacher hold critiques with student teacher.
D. How to make student teacher feel he is a part of the total school system and total community.	Student teacher:
	1. Conduct survey of community, trade locally, and become involved in civic affairs.
	2. Involvement and acceptance in extra-curricular activities, faculty meetings and visit with other departments.
	3. Attend advisory committee meetings.
	4. Supervising teacher help student teacher find living accomodations while he is in the cooperating community.

Committee II
Making the Transition from the Student Role to the Teacher Role

PROBLEMS WE FACE:	THIS WE CAN DO:
E. How to adjust to new community, area and program.	1. Student teacher participate in a community survey of the agricultural businesses to determine training opportunities for students and labor needs for the community.
	2. Student teacher participate in a survey of production agriculture to determine educational needs and farming opportunities for students in production agriculture.
	3. Student teacher correlate the two surveys to obtain an overall understanding of the agriculture in the community.
	4. Encourage student teachers to visit vocational agriculture departments having production agriculture or agricultural occupation programs, or both.
F. How to develop understanding of agri-business principles, policies and problems in the student teacher.	1. Teacher educator assist the student teacher in programming course work to provide a background in business principles and policies.
	2. Have a student teacher survey a business, gathering information pertinent to setting up a student placement program in that business.
	3. Have student teacher examine a distributive education program and observe how this program is carried out in a business establishment.
G. To help the student teacher understand the functions, objectives, and programs of other vocational divisions.	1. Teacher educators provide a principles course directed toward the action programs of each division rather than only the history, theory, or philosophy of vocational education.

Committee II
Making the Transition from the Student Role to the Teacher Role

PROBLEMS WE FACE:	THIS WE CAN DO:
G. Cont.	2. Have student teacher review and observe programs of other vocational divisions at the high school level.
H. How to develop planning and administrative abilities of the student teacher during his transition period.	1. Have student teacher plan an instructional program for a vocational agriculture department as a part of a methods course. This might be an actual or hypothetical school.
	2. Supervising teacher carefully review with the student teacher the instructional program, budget information, FFA activities, and summer program of work for the cooperating center, stressing the importance of doing first things first.
I. How student teacher is to adjust to supervision of students in agricultural occupations involving employers, student, parents and teacher.	1. Teacher educators must familiarize student teacher with principles and techniques of supervising students in off-farm agricultural occupations.
	2. Student teacher should observe the cooperating teacher supervising students in off-farm agricultural occupations.
	3. Student teacher should have the responsibility for supervising one or more students in an off-farm agricultural occupation, provided student teaching period is of sufficient duration to qualify him to do this.
	4. Have the student teacher observe or assist the cooperating teacher in setting up an off-farm agricultural occupation training program for student.

Committee II
Making the Transition from the Student Role to the Teacher Role

PROBLEMS WE FACE:	THIS WE CAN DO:
J. Developing the confidence of the student teacher.	1. Make initial teaching assignments in areas of the curriculum in which the student teacher has greatest knowledge and confidence.
	2. Give responsibility to student teacher at the college level, as well as in the cooperating center.
	3. Have student teacher practice presentation of lesson in front of the cooperating teacher and/or college class before he delivers lesson.
	4. Commendation be given to the student teacher on the strong portion of his presentation along with constructive criticism.
K. Develop good procedural standards for all phases of vocational agriculture program.	1. Cooperating teacher maintain high standards for both the classroom and the shop instruction.
	2. Expect the student teacher to demand a high standard of performance from his students.
	3. Give student teacher responsibility for filing materials in files, magazine racks, store rooms, etc.
	4. Give the student teacher complete responsibility for orderliness and routine maintenance of classroom, laboratory, and farm mechanics facilities.
L. Determining who should be involved in the transition from student to teacher, and how may it be implemented with their cooperation.	1. Counseling and guidance of prospective teachers by enthusiastic vocational agriculture teachers.

Committee II
Making the Transition from the Student Role to the Teacher Role

PROBLEMS WE FACE:	THIS WE CAN DO:
L. Cont.	2. Teacher educators provide aggressive leadership in guidance and direction at the college level.
	3. Provide practical training, supervised by a cooperating vocational agriculture teacher that can convey a sense of pride in his profession.
	4. Encourage participation in leadership activities of both student and professional organizations.
	5. Stress acceptance by the student teacher of his responsibility in the transition from student to teacher.

Committee III -- CONDUCTING GROUP INSTRUCTION

Chairman: Bradley De Spain, Arizona

Consultants: Philip Davis, Teacher-Educator, Oregon
Gilbert Long, Supervisor, Washington

Members: Roy Reno, Wyoming
Don Monasmith, Colorado
Pat Alleyn, Washington

Recorder: Richard Buckovic, Oregon

THIS WE BELIEVE

We believe that programs in agricultural occupations and work placement are a permanent part of vocational agricultural education and that all high school agricultural departments can and should provide such instruction. These programs may require increased funds and teaching staffs to properly supervise the increased number of students. Although these expanded programs may be especially suited for urban schools, many rural schools and persons in rural areas can benefit as well.

We believe that the two critical problems student teachers must face and overcome are: (1) lack of knowledge and experience in agricultural occupations and (2) methods necessary in the utilization of this knowledge to make it meaningful and useful to high school students.

We assume that these student teachers will continue to receive adequate preparation in the core subjects of production agriculture.

SUGGESTED METHODS AND TECHNIQUES OF TEACHING AGRICULTURAL OCCUPATIONS

1. Role playing
2. Observation
3. Lecture
4. Panel discussion
5. Oral and written reports
6. Involving resource people
7. Individual study
8. Research paper or unit
9. Problem solving
10. Directed study
11. Brain storming
12. Fry-pan
13. Team teaching - exchange teaching
14. Team competition
15. Field trip
16. Demonstrations

Committee III
Conducting Group Instruction

The following are problems for the effective development of the student teacher in learning situations in the classroom, on the farm, in the shop, in the FFA, or at the cooperative work station.

PROBLEMS WE FACE:	THIS WE CAN DO:
A. Problems Common to All Five Areas:	
1. How tc acquaint the student teacher with the land laboratory.	Classroom 1. Inform student teacher of land laboratory through maps of area, aerial photo, surface photos, and SCS material. Shop 1. Aid student teacher in practicing preventative maintenance and repair of land lab equipment. On Farm 1. Assist student teacher in comparing land laboratory yields and practices with other farms in the area. FFA 1. Help student teacher promote public understanding through demonstrations, community service projects, and chapter activities. Cooperative Work Station 1. Help student teacher place high school students on land lab for work experience.
2. How to acquaint the student teacher with safety in the five instructional areas.	Classroom 1. Acquaint student teacher with safety rules, regulation of the work experience, (fire drills, safety code, housekeeping).

Committee III
Conducting Group Instruction

PROBLEMS WE FACE:	THIS WE CAN DO:
A. 2. Cont.	Shop 1. Orient student teacher to the necessity of complete enforcement of safety rules; be familiar with liability laws (know where safety equipment is and how to use it). On Farm and FFA 1. Involve the student teacher with community safety demonstrations and displays (farm safety tours and displays). Cooperative Work Station 1. Have student teacher participate in employer-employee safety orientation for particular work experience.
3. How to help student teacher use resource people.	Classroom 1. Have student teacher supplement or update card catalog of available community resource people. 2. Have student teacher follow-up by contacting one resource person for conducting class. Shop 1. Familiarize student teacher with resource farm machinery specialists and have him work with specialists in a class (agricultural occupations, machinery materials and companies). On Farm 1. Have student teacher become acquainted with, and work for experience with agricultural services, cooperate with work experience station and with service and agencies related to agriculture.

Committee III
Conducting Group Instruction

PROBLEMS WE FACE:	THIS WE CAN DO:
A. 3. Cont.	FFA 1. Have student teacher meet and become acquainted with state FFA officers, local officers, past and present, and other youth groups. Cooperative Work Station 1. Encourage student teacher to attend service program of cooperating industry.
4. How to acquaint the student teacher with resource library.	Classroom 1. File current materials, be familiar with library catalogs, bulletins, book publishers, brochures; acquaint him with system of collecting, storing, and using current occupational work experience materials. Shop 1. Acquaint student with JIT (Journal of Industrial Tractors) manual, charts for assembling equipment, application of skills taught to construction plans. On Farm 1. Acquaint student teacher with library material for check out. Have student teacher collect materials for on-farm placement and experiences. FFA 1. Have student teacher collect and file new materials concerning agricultural occupations related to FFA such as agriculture teaching. Familiarize student teacher with all materials, etc., concerning leadership activities.

Committee III
Conducting Group Instruction

PROBLEMS WE FACE:	THIS WE CAN DO:
A. 4. Cont.	
5. How to impress the student teacher with the importance of the role he plays as a representative of the school district.	Cooperative Work Station 1. Have student teacher confer with guidance counselor concerning materials available pertaining to occupational work experience. Classroom 1. Acquaint student teacher with importance of work experience occupations and work placement. 2. Student teacher successfully use media, i.e., newspapers, radio, t.v., etc. 3. Have student teacher work with advisory committee. Shop 1. Have student teacher display shop projects and activities at "open house" school program. On Farm and Cooperative Work Stations 1. Have student teacher plan and conduct a tour of students to occupational work experience station. FFA 1. Have student teacher work with chapter reporter; write article for school paper on work experience.
6. Self analysis of strengths and weaknesses of student teacher.	Classroom, Shop, On Farm, FFA, Cooperative Work Station 1. Have regular critiques scheduled with student teacher and agriculture teacher (formal, man to man). 2. Have student teacher acquainted with and use forms available for self analysis.

Committee III
Conducting Group Instruction

PROBLEMS WE FACE:	THIS WE CAN DO:
A. 7. How to make the student teacher aware of the individual student records available.	1. Review individual records available in the supervising teacher's files. 2. Confer with guidance counselor about students. 3. Have student teacher review student records in office.
8. How to improve student teacher communicative skills.	Classroom 1. Have student teacher prepare lesson plans. 2. Have student teacher work with visual aids such as overhead projectors, films, etc. 3. Help student teacher review teaching methods terminology. Shop 1. Assist student teacher in the proper identification and use of tools by example. On Farm 1. Help student teacher become familiar with local agricultural conditions, enterprises, and terminology. FFA 1. Have student teacher take parliamentary procedure team, public speakers to give demonstrations to civics groups who are oriented to off-farm agricultural occupations. 2. Have student teacher work with other demonstrations conducted with the FFA. Cooperative Work Station 1. Have principal conduct job application interview with student teacher.

Committee III
Conducting Group Instruction

PROBLEMS WE FACE:	THIS WE CAN DO:
B. Problems Common to Specific Areas:	
1. Student teachers' lack of knowledge, skills and experiences in agricultural occupations.	Classroom 1. Assist student teacher in preparing and presenting materials relative to occupations in agriculture. 2. Have student teacher survey community for cooperating work experience stations. 3. Have student teacher write to the state employment agency for data on state employment. 4. Assist student teacher in conducting role playing on human relations, particularly the employer-employee, employee-employee, and supervisor-employee relations. 5. Help student teacher to encourage or instill in students dedication, loyalty, pride, and performance in work. Proper dress is emphasized. 6. Have student teacher study other vocational programs in the school, organized labor, labor laws, and business organizations. 7. Have student teacher become familiar with business education personnel and classes. 8. Have student teacher become familiar with the possible use of programming farm records through computers. 9. Have student teacher organize an elementary cooperative buying and selling project, i.e., feed, seed, poultry, Christmas trees, beef calves. Shop 1. Help student teacher to coordinate the agriculture mechanics program with other industries and mechanical areas in the school.

Committee III
Conducting Group Instruction

PROBLEMS WE FACE:

B. 1. Cont.

THIS WE CAN DO:

Shop

2. Help student teacher to become acquainted with the proper selection, use and maintenance of tools and equipment by:
   a. preparing budget
   b. ordering budget materials
   c. making minor repairs, adjustments and practicing preventative maintenance on equipment.

FFA

1. Have student teacher encourage FFA member participation in cooperative endeavors including tests, speeches, awards, trips, and contests.

Cooperative Work Stations

1. Help student teacher become familiar with state and federal programs for student employment, migrant education, and disadvantaged youth.
2. Help student teacher supervise students at work stations.

Committee IV -- CONDUCTING NON-CLASS ACTIVITIES

Chairman: Leslie B. Winter, Utah

Consultant: Dr. Leon Wagley, Teacher Educator, New Mexico

Members: Conrad Sutton, Wyoming
Gail Deal, Arizona
Rosco Vaughn, New Mexico
H. C. Nelson, Washington

Recorder: Paul Kovash, Oregon

CONDUCTING NON-CLASS ACTIVITIES

1. Participation in directing occupational experiences in agriculture, including work with disadvantages youth.

2. Participation in directing occupational experiences in other non-class activities.

In what experiences and to what levels of responsibility do we identify the realistic roles of the student teacher in these activities? - -

THIS WE BELIEVE

We believe that the student teacher should be given every opportunity to be involved in the placement and supervision of students, realizing that he will have a certain disadvantage because he will neither be familiar with the community or the students.

We believe that we should accept our responsibility toward the disadvantaged youth, but special care must be taken in placing these students.

PROBLEMS WE FACE:

A. How can a student teacher successfully place a student when he has not been closely associated with the student or the community?

THIS WE CAN DO:

1. Introduce the student teacher to the community through local civic clubs.
2. Make use of local resource people in the classroom during the student teaching period.
3. Make use of field trips to local business establishments to acquaint the student teacher and the student with employment opportunities.
4. Have student teacher cooperate with local employment agencies for student placement.

Committee IV
Conducting Non-Class Activities

PROBLEMS WE FACE:	THIS WE CAN DO:
A. Cont.	5. Student teacher should visit local business establishments. 6. Cooperating teacher have files available to familiarize the student teacher with past and current placement situations. 7. Have the student teacher interview previously placed students to determine the effectiveness and success of their placement experiences. 8. The student teacher and the supervising teacher should supervise the placement experience of several students during his teaching period. 9. The student teacher should visit nearby agriculture departments to obtain new and/or different ideas for the student teacher. 10. The supervising teacher and school should provide publicity to acquaint the community with the student teacher.
B. Who has the responsibility of selecting the student for a placement experience? Is this best accomplished by the prospective employer, the supervising teacher?	1. If possible, the supervising teacher should suggest two or more students for each placement opportunity. 2. The responsibility for final selection shall be that of the employer.
C. Will the employer continue to hire students of the age ability that are placed with him, or will the opportunity lead into gainful employment with his business?	The supervising teacher should inform the student teacher that: 1. A written contract should be in effect between the employer and the school, and acquaint the student teacher with any existing contract. 2. The work experience program should be a learning situation and not a job position for the student.

Committee IV
Conducting Non-Class Activities

PROBLEMS WE FACE:	THIS WE CAN DO:
C. Cont.	3. Every effort should be made to involve the student teacher in the placement of the student. 4. The teacher and the student teacher shall coordinate the placement experience with other school services. 5. The contract between the school and employer shall specify the wage scale. This scale shall be based on wages usually paid by the employer.
D. To what extent are we responsible for working with the disadvantaged student who may have a mental, physical, financial, or emotional disability?	1. The student teacher should have an opportunity to work with one or more disadvantaged students enrolled in the program during his student teaching period. 2. The student teacher should recognize the differnece between a disadvantaged youth who can profit from an occupational experience and a special education student.

Committee V -- EVALUATING STUDENT TEACHING

1. What experiences can we identify as being appropriate settings in which valid evidence can be observed regarding development of the desired knowledge, skills, attitudes, appreciations and other abilities desired in vocational agriculture teachers?

2. In what appropriate ways can we gather evidence indicating progress toward these goals?

Chairman: Cy Henry, Arizona

Consultants: R. W. Edwards, Supervisor, Idaho
H. H. Burlingham, Teacher-educator, California

Members: Dwayne A. Tesnohledek, Idaho
Franklin Johnson, Colorado
Pius Scheuber, California
John Nauck, Montana

THIS WE BELIEVE:

The beginning teacher of agriculture must possess knowledge and ability in the complex of off-farm occupations if he is to be equipped for the modern, dynamic program of agricultural education.

Evaluation of the knowledge, abilities, skills, attitudes, and appreciations of the student teacher in the area of off-farm agricultural occupations should be based upon both quantitative and qualitative performance in this part of the total agricultural education program.

The student teacher should be provided with maximum opportunity to actively participate in these experiences and activities during the student teaching period in order to best contribute to his preparation and also to measure his degree of competence.

The following activities and experiences will be useful in evaluation of the student teacher in off-farm agricultural occupations.

EXPERIENCE AREAS FOR STUDENT TEACHER	POINTS OF EVALUATION
A. Develop effective personal communicative skills abilities.	1. a. Use of telephone b. Writing 1) method of obtaining application 2) completing personal data 3) thank-you letters

Committee V
Evaluating Student Teacher

EXPERIENCE AREAS FOR STUDENT TEACHER	POINTS OF EVALUATION
A. Cont.	1. c. Interviews 1) method of obtaining appointment 2) personal grooming 3) conduct-impressions formed d. Become acquainted with technical terminology
B. Become familiar with off-farm agricultural occupations in local community.	2. a. Conduct survey such as: 1) work stations 2) follow-up 3) community business
C. Ability to instruct class on agricultural occupations.	3. a. Teach unit(s) on: 1) labor laws 2) labor unions 3) fringe benefits 4) inspection laws 5) employee-employer relations 6) business confidences 7) career information
D. Gain experience in supervising the student on the job.	4. a. On-the-job visitation 1) student 2) management-employer b. Check records c. Student progress in job proficiencies d.
E. Be able to evaluate student experience.	5. a. Evaluate student in these areas: 1) employee-employer use of relations 2) saleable skills 3) work habits 4) "Is the student more employable?"

Committee V
Evaluating Student Teacher

EXPERIENCE AREAS FOR STUDENT TEACHER	POINTS OF EVALUATION
F. Be able to select a training station.	6. a. Interview owner-manager b. Evaluate training facilities c. Clear through administration d.
G. Select and place student.	7. a. Parents planning session b. School accumulative record and interpretation c. Arrange for interview with employer
H. Acquire technical ability.	8. a. Demonstrate saleable skills 1) salesmanship 2) advertising 3) buying 4) forestry 5) horticulture 6) recreation 7) farm machinery 8) farm services

Committee VI -- DEVELOPING A MANUAL FOR STUDENT TEACHING IN AGRICULTURAL OCCUPATIONS

Co-Chairmen: John A. Lawrence, Idaho
Phil Bratton, Montana

Consultants: Monty Multanen, Supervisor, Oregon
Howard Christensen, Teacher-Educator, Nevada

Members: Rex Jensen, Utah
Douglas Bishop, Colorado
Wayne Mortenson, Arizona
Gordon Woods, California
Ron Daugherty, Oregon

Recorders: Monty Multanen, Supervisor, Oregon
Ron Daugherty, Oregon

COMMITTEE PROCEDURE

Whereas most states represented at this conference have developed their own handbook for student teaching in vocational agriculture and a means for evaluation, this committee concentrated its efforts toward the development of supplementary materials for these existing manuals in the off-farm agriculture occupations phase as it relates to the student teaching experiences.

THIS WE BELIEVE

We believe that occupational training in agriculture is the responsibility of the public schools.

We believe that occupational training in agriculture should be initiated by the public schools. More attention needs to be given to developing workable relations between public school personnel and business and industry.

We believe that all student teachers should be placed in the strongest total vocational agriculture programs available where the most competent supervising teachers are employed.

We believe that all states in attendance at this conference have the opportunity and the need for off-farm occupational agricultural training and the local or area program should develop this phase in relation to the needs of the respective geographical areas.

We believe that the primary purpose of vocational agriculture should be to train for occupational competencies in the total realm of agriculture. Therefore, off-farm agricultural occupations training should be an integral part of the total vocational agriculture program, and all student teachers should have such experiences in their teacher education program.

Committee VI
Developing a Manual for Student Teaching in Agricultural Occupations

We believe each student teacher should be relatively well versed in off-farm agricultural occupations upon completion of his student teaching experience. This responsibility, according to this conference group, appears to be the responsibility of the student teacher, the teacher education program, the training center, and the cooperating teacher.

THE PROBLEM WE FACED

The committee assignment was to develop materials for a student teaching manual specific to the off-farm agricultural occupations phase of the vocational agriculture program.

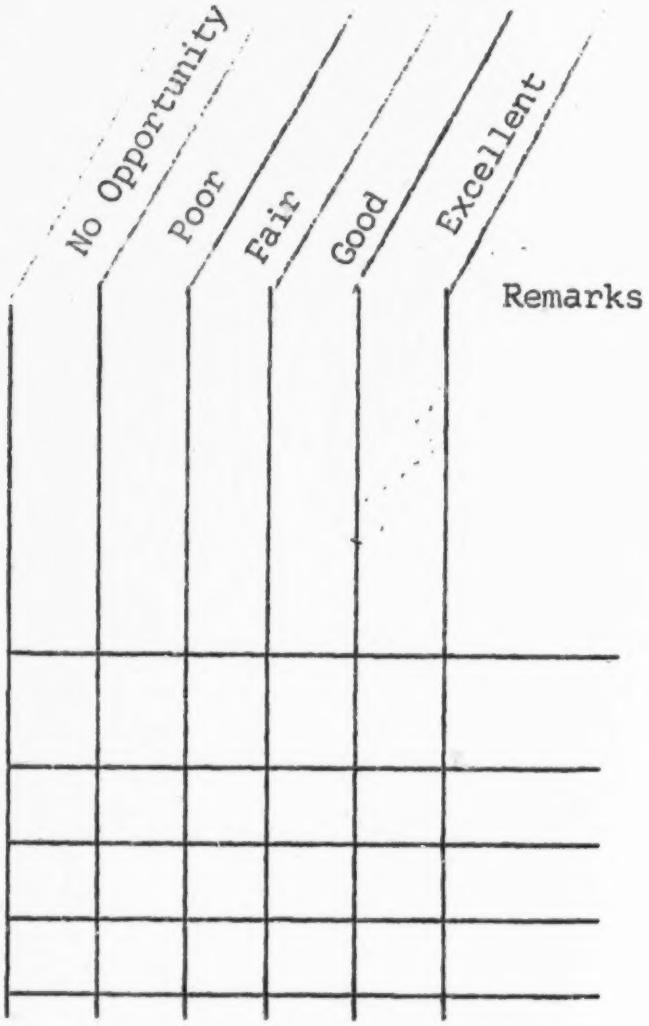
The experiences seeming most essential for a student teacher assisting with the off-farm agricultural occupations phase have been outlined by the committee, under the ten major areas of the program, and merged with an evaluation check list.

The basis for the format and the suggested list of experiences was the ease with which the recommendations could be adapted to existing student teaching manuals.

I. Community Information

Guiding Statement - The student teacher should have an adequate knowledge of the procedure to determine the community potential in off-farm agricultural occupations.

A. Receive community orientation and information from cooperating teachers.
B. Study and evaluate a completed occupational survey.
C. Conduct an interview with an employer.
D. Visit cooperating agencies relating to off-farm occupations.



Committee VI
Developing a Manual for Student Teaching in Agricultural Occupations

	No Opportunity	Poor	Fair	Good	Excellent	Remarks
II. Establishing Operating Procedure and Policies						
Guiding Statement - The student should become familiar with operating procedures and policies concerning off-farm agricultural occupations.						
A. Study and discuss with co-operating teacher:						
1. school policies						
2. legal aspects						
3. working relationships						
a. school						
b. business						
c. student and parent						
d. advisory committee						
B. Meet and confer with:						
1. school administration						
2. advisory committee						
3. training station personnel						
4. student and parent						
C. Develop an understanding of the existing program.						
1. records and reports						
a. departmental						
b. student						
c. business						
III. Use of School and Community Resources						
Guiding Statement - Student teacher should become familiar with discovering and arranging for use of existing available resources.						

Committee VI
Developing a Manual for Student Teaching in Agricultural Occupations

III. Cont.

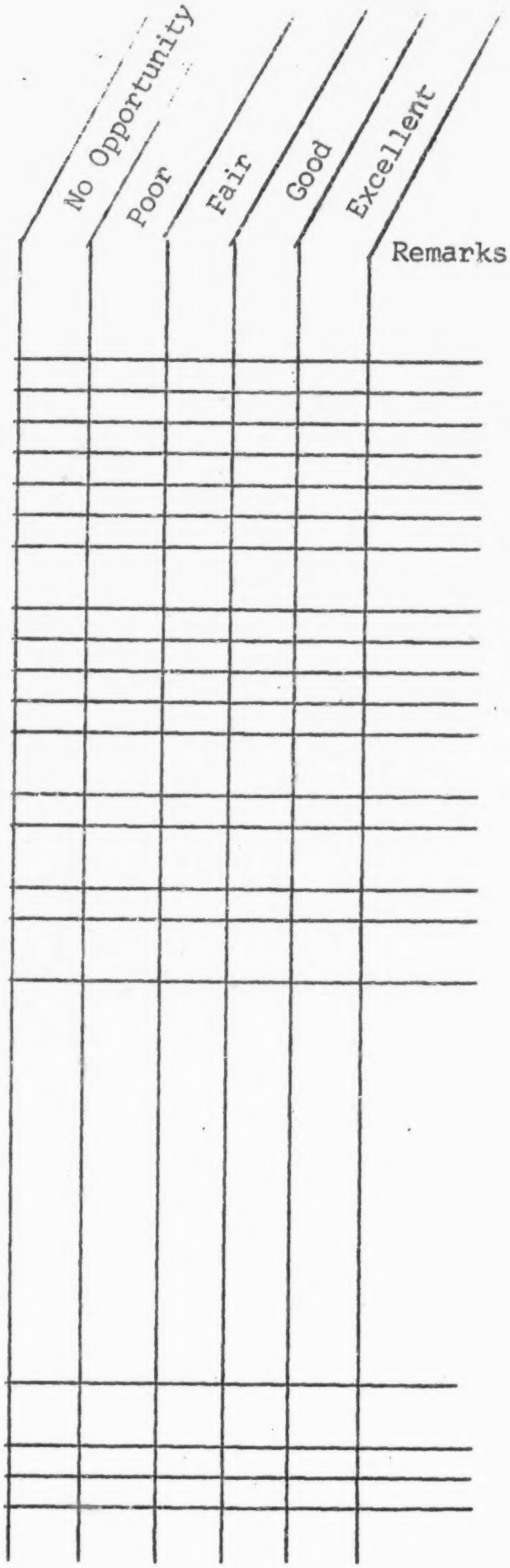
A. School
   1. administration
   2. guidance
   3. other vocational programs
   4. related academic areas
   5. visual aid centers
   6. departmental records
   7. library

B. Community
   1. advisory committee
   2. chamber of commerce
   3. state employment agencies
   4. unions
   5. business establishments
   6. civic and service organizations
   7. farm organizations
   8. young and adult farmer programs
   9. extension service
   10. state colleges and universities

IV. Public Relations

Guiding Statement - Student teacher should have the opportunity to assist in good community relations. Student teacher must learn to work with community business men in addition to farmers.

A. Develop personal and professional qualities.
   1. proper appearance
   2. proper etiquette and social grace
   3. honesty and integrity
   4. diplomacy and tact



Committee VI
Developing a Manual for Student Teaching in Agricultural Occupations

IV. Cont.

B. Prepare news media
   1. radio
   2. television
   3. newspaper
   4. school publications

C. Learn to work with
   1. school administration
   2. cooperating firms and organizations
   3. service clubs, civic leaders and farm organizations

D. Be able to use
   1. personal letters
   2. assembly programs
   3. talks
   4. exhibits
   5. giving recognition
   6. tours
   7. demonstrations
   8. reports and written material
   9. films and pictures

V. Selecting an Occupation Station

Guiding Statement - The student teacher should be able to determine the suitability of the work training station as a place to give the student good educational experiences.

A. Does the student teacher understand the characteristics of good training stations?
   1. agriculture in nature
   2. provide advancements by a variety of experiences
   3. conducive to on-job supervision

	No Opportunity	Poor	Fair	Good	Excellent	Remarks

Committee VI
Developing a Manual for Student Teaching in Agricultural Occupations

V. A. Cont.

4. Conform to health and safety requirements
5. reputable business
6. adequate training hours
7. accessible for training
8. Satisfactory compensation for student training and/or wage

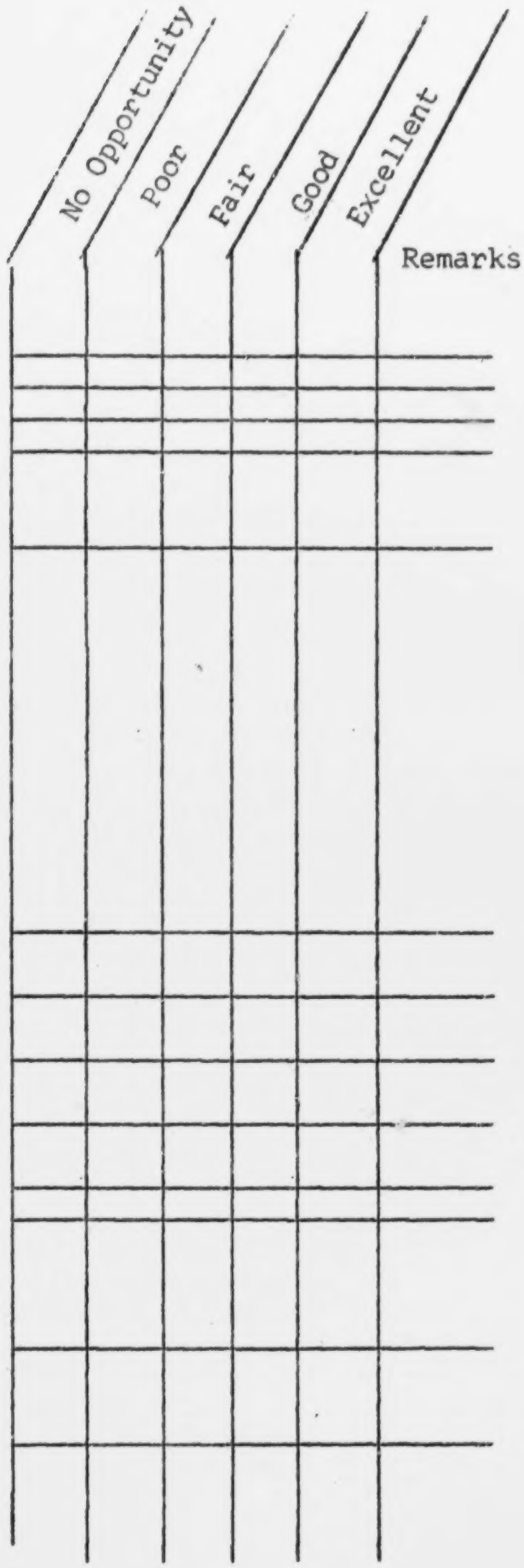
VI. Plan and Teach an Agricultural Occupational Unit

Guiding Statement - The student teacher should have the ability to plan, execute and follow-up a teaching unit in agricultural occupations.

A. The unit should include:
   1. attitudes toward work
   2. personal qualities necessary to hold job
   3. job analysis of available occupations
   4. legal requirements for student employment
   5. agencies and means of securing employment
   6. relationships with employer
   7. teach actual procedures, methods, and subject matter most common to jobs in the community.

B. Plan the unit in terms of the needs of most of the students served.

C. Use appropriate teaching aids, approved methods, and other resources.



Committee VI
Developing a Manual for Student Teaching in Agricultural Occupations

	No Opportunity	Poor	Fair	Good	Excellent	Remarks
VII. Student Placement						
Guiding Statement - The student teacher should have the ability to make a satisfactory placement.						
A. Discern job qualifications in students.						
B. Recognize employer sincerity and acceptibility.						
C. Understand mechanics of job application						
1. letters						
2. interviews						
3. personal visits to firm						
D. Make final job orientation.						
E. Process and orient students on the job.						
VIII. Supervision						
Guiding Statement - The student teacher should have an opportunity to supervise off-farm occupations training in the teaching center.						
A. Did the student teacher supervise a student in a training center?						
1. number						
2. discuss student training with cooperating employer						
3. discuss training with student						
4. discuss the training program with parents						
B. Did the student teacher use supervision experience to improve his classroom instruction?						

Committee VI
Developing a Manual for Student Teaching in Agricultural Occupations

IX. Evaluation

Guiding Statement - The student teacher should have the opportunity to evaluate the off-farm agricultural occupational training program.

A. Did the student teacher evaluate the following
   1. the student while in training
   2. a training center
   3. cooperating employer
B. Did the student teacher become acquainted with
   1. employer evaluation form
   2. teacher evaluation form
   3. student evaluation form
C. Did student teacher and cooperating teacher evaluate the off-farm agricultural occupational training program?
D. Did student teacher conduct a self-evaluation of his part in the off-farm agricultural occupational program?

X. Follow-up

Guiding Statement - The student teacher should have experience in following-up students who have completed off-farm occupational training.

A. Did student teacher become familiar with follow-up procedure?
   1. observe local follow-up records
   2. visit students who have completed a supervised experience in an off-farm agricultural occupation and is presently employed.

	No Opportunity	Poor	Fair	Good	Excellent	Remarks

Committee VII - GUIDELINES FOR COOPERATING TEACHERS IN AGRICULTURAL OCCUPATIONS

Co-Chairmen: Sandy Beck, California
Sidney Koon, Colorado

Consultants: E. M. Juergenson, California
Ken Owen, Washington

Members: Don Crandall, Utah
Max Stark, Montana
Carter Luther, Idaho
Sandy Beck, California
Sidney Koon, Colorado
Dan Dunham, Oregon

Recorder: Dan Dunham, Oregon

The changing role of the cooperating teacher brought about by expanding the traditional vocational agriculture program to include off-farm agricultural occupations requires that the cooperating teacher be well prepared to assume his new role through college preparation, personal improvement, and related meaningful occupational experiences.

The following report reflects the attempt of this committee to identify the present guidelines, duties and responsibilities of the cooperating teacher under the traditional program, and from this basis, suggest additional guidelines and methods which may be appropriate to an orderly expansion of his role to encompass the emerging agricultural occupations aspect of the changing vocational agriculture program.

Present Guidelines, Duties and Responsibilities Identified

- Traditional Program -

1. Community Relations
   - Advisory Committee
   - Civic Participation
2. Student Teacher Supervision
   - Of Projects, Placement
   - By Cooperating Teacher
3. Lesson Preparation
   - Methods and Materials
4. Evaluation
   - Cooperating Teacher
   - Teacher Educator
5. Curriculum Development
   - New Courses of Study
   - Tangible Contribution
6. F.F.A....Leadership Skills
7. School and Faculty Relations
8. Teaching Load
   - Class & Shop Responsibilities
   - Administrative Duties

Committee VII
Guidelines for Cooperating Teachers in Agricultural Occupations

All present guidelines, duties and responsibilities of the co-operating teacher necessary under the present traditional program should be continued under the expanded agricultural occupations aspect of vocational agriculture.

In addition, new areas of responsibility peculiar to the additional subject matter and activities embodied in the "agricultural occupations" aspect could include, as appropriate to local conditions and needs, the following:

ADDITIONAL GUIDELINES

I. The Cooperating Teacher, and the Student Teacher become TECHNICALLY PROFICIENT in agricultural occupations through -

	Cooperating Teacher	Student Teacher
A.	Released time for job experiences in ag. rel. occupations (seasonal)	Summer work experience in ag. occupations
B.	Increased emphasis on workshop participation, especially as related to ag. occupations.	Same
C.	Special courses from college or university.	
D.	Work for Sabbatical leave. Take leaves for experience in ag. related occupation studies and training.	
E.	Work for scholarships. Ag. Industries Travel	
F.	Increase technical reading.	Same
G.	Have University and technical specialists visit schools; aid schools, work with teacher.	Participate in planning for same.
H.	Participate in technical presentations and programs by industry and other teachers.	Attend technical field trips.
I.	Develop Learning Labs for Teachers use as well as student use.	Use Teacher Learning Labs.
J.	Orientation to Business Education Records, Mgt. Business Machines	Develop skills in business while in center.
K.		Specialization in College major and minor.

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	Cooperating Teacher	Student Teacher
L.		Visit work experience placement students and project students.
M.		Make a tangible contribution to dept. which relates to agric. occupations., i.e. Survey Occup. Info. Library
N.		Develop communicative skills Speaking Writing, Reading Group Leadership Meet people

Special emphasis on community relations is essential to the orderly expansion and broadening of the traditional, well-known vocational agriculture program to include the aspect of agricultural occupations. The following specific guidelines and methods are suggested to accomplish this end:

ADDITIONAL GUIDELINES

II. Community Relations Emphasis for Agricultural Occupations

	Cooperating Teacher	Student Teacher
A.	The Advisory Committee be re-oriented to agric. occupations.	Attend Meetings.
	1. Review and revise statement of purpose of advisory comm.	Know Advisory Committee members. Visit place of business.
	2. Reorganize membership of advisory committee to fit needs of ag. occupations. -Add members -Change members -Establish new committee	Become familiar with constitution and/or statement of purpose.
	3. Specialized Advisory Committees according to occupational families.	
	4. Assure that program reflects advisory comm. recommendations.	
	5. Improve communications with committee.	

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	Cooperating Teacher	Student Teacher
B.	Inform the Public	
	1. Use all available information media	Participate
	2. Involve F.F.A.	Participate
C.	Participation in Civic affairs.	
	1. Join service clubs.	Attend as guest.
	2. Participate actively.	Present programs as capable.
D.	Personal appearance and conduct.	Same.
	1. Reflect businesslike image.	
	2. Dress fitting for occasion.	

The expanding of the program of vocational agriculture to include off-farm agricultural occupations requires that the cooperating teacher, as well as the student teacher, take steps to improve professional and personal abilities which will better enable him to accomplish a natural and orderly expansion of his traditional program. The following specific additional guidelines and methods are suggested to aid the cooperating teacher to accomplish such improvements:

ADDITIONAL GUIDELINES

III. Professional and Personal Improvement

	Cooperating Teacher	Student Teacher
A.	Inter-change of instructors.	Same.
	1. Interdepartmental; vocational	
	2. With academic area	
	3. Between schools & colleges	
B.	Occupational survey of the school service area.	Participate actively.
	1. Action research procedures	
	2. Student participation	
	3. Work study student (use)	
C.	Professional Reading and Writing.	Same.
	1. Other communicative skills, i.e. typing	
	2. Contribute to publications ("30 Minute Club")	
D.	Orientation to other Vocational programs in the school system.	Same.

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Cooperating Teacher	Student Teacher
E. Active participant in professional associations and organizations.	Same. (Consider student membership provisions.)
F. Advanced Education.	Same.
G. Ethical and Professional behavior. 1. Positive attitude and expression.	Same.
H. Active in community agricultural affairs and organizations. 1. Visit local non-farm agencies. 2. Personal contact with industries.	Participate where possible and as advisable.
I. Changing role of F.F.A. and related leadership skills and activities. 1. Awareness and Action.	Active participant.
J. Follow-up resource people used in instructional program. 1. Letters. 2. Visits. 3. Invite back, use again.	Active participant.
K. Prepare for role of coordinator of Voc. Ed. Program in school.	

The unique and special character of off-farm agricultural occupations leads to other additional guidelines, responsibilities and duties for the cooperating teacher. The following are suggested to couple the development of these new aspects to the role of the cooperating teacher:

ADDITIONAL GUIDELINES

IV. Other Areas

Cooperating Teacher	Student Teacher
A. Complete follow-up of students.	Participation Set up method Carry out
B. Use of Resource persons and facilities in Ag. Occupations in the community.	Make contacts and arrangements.

Committee VII
Guidelines for Cooperating Teachers in Agricultural Occupations

Cooperating Teacher	Student Teacher
IV. Other Areas, Cont.	
B.	
1. Firing Line people (workers) 2. Prospective employers 3. College and Univ. personnel 4. Facilities as available and appropriate	
C. Orientation of Guidance Dept., Administration, Board of Education, Faculty and Staff, PTA.	Active participation.

Committee VIII - OBTAINING, PREPARING, AND USING RESOURCE MATERIALS IN TEACHING AGRICULTURAL OCCUPATIONS

Chairman: Roy Hallstrom, Washington

Consultants: J. E. Walker, Supervisor, California
B. H. Anderson, Teacher-Educator, Colorado

Members: Ronald Mehrer, Arizona
Paul Peterson, Utah
Dave Melin, Montana
Parker Woodul, New Mexico
Roger Schoenborn, Oregon

Recorder: Jack Scott, California

THIS WE BELIEVE

Technical changes in agriculture and the rapidly increasing opportunities for careers in off-farm agriculture occupations make mandatory the immediate and constant revision and upgrading of teaching techniques.

Adequate and appropriate instructional materials are essential to an effective instructional program in agricultural occupations.

The agriculture instructor does not have time for developing and assembling his own visual aids and other resource materials.

PROBLEMS WE FACE	THIS WE CAN DO
A. Lack of preparation time and materials.	1. Prepare a list of current materials. (See attachments) 2. Utilize State personnel. 3. Utilize student assistants. (Not paid) 4. Utilize "Work Study" help (paid) under Public Law 88-210. (i.e. art student, typists, clerks, etc.) 5. Tap other agencies. (i.e. D.E., T.I., I.A., etc.) 6. Encourage enlargement and use of county visual aid libraries. 7. 8.
B. No central source for locating and obtaining materials.	1. Utilization of a standardized indexing system. 2. Establish local, state, and regional centers for preparation of teaching materials in agricultural occupations.

Committee VIII
Obtaining, Preparing, and Using Resource Materials in Teaching Agricultural Occupations

PROBLEMS WE FACE	THIS WE CAN DO
B. Cont.	3. Ask U. S. Office of Education to give direct help through personnel responsible for aiding Agricultural Education at the Regional and State levels. 4. 5.
C. Lack of funds to equip departments with visual aids and audio visual equipment.	1. Recommend that states use State and Federal funds to reimburse the cost of audio visual equipment. 2. Consider including funds in local department budgets. 3. 4.
D. Lack of available materials.	1. Encourage National Center (Ohio State University) to continue to prepare materials. 2. Establish state personnel to devote time at state conferences in developing materials. 3. Utilize graduate assistants, student teachers, and universities to develop materials. 4. Encourage industry to assist in preparing visual aids. 5. Feature idea shows and exchanges at teacher conferences, meetings, and for area shows. 6. 7.
E. Lack of coordination of effort within states and between states.	1. Establish regional centers for preparing and disseminating materials by U. S. Office of Education personnel. 2. Establish state centers by State Departments of Education with specialists in charge.

Committee VIII
Obtaining, Preparing, and Using Resource Materials in Teaching Agricultural Occupations

PROBLEMS WE FACE	THIS WE CAN DO
E. Cont.	3. Organize a regional conference, on developing and utilization of instructional materials for teaching agricultural occupations, that will be held in the near future. 4. Develop a standardized index system. (i.e. Agdex, I.B.M., S.R.A., etc.) 5. 6.
F. Lack of skill in use of audio visual equipment.	1. Encourage demonstrations by company representatives at workshops, faculty meetings, etc. 2. Conduct pre-service and in-service training. 3. Include courses in this area in the college curriculum of vocational agriculture majors. 4. Use qualified student assistants in preparing instructional materials and in operating and maintaining equipment. 5. 6.
G. Necessity of developing adequate facilities, equipment and trained personnel in specialized areas. (i.e. ornamental horticulture, machinery, equipment, etc.)	1. Encourage use of available federal funds. 2. Encourage organized exchange of practical ideas and plans for equipment construction. 3. Utilize facilities in the community. (industry and businesses) 4. Organize in-service training for self help. 5. Prepare inventories of necessary materials for specialized areas. 6. Utilize college specialists. 7. 8.
H. New teaching techniques are needed to effectively teach agricultural occupations.	1. Utilize the "Inductive Principle" approach when applicable, as well as deductive.

Committee VIII
Obtaining, Preparing, and Using Resource Materials in Teaching Agricultural Occupations

PROBLEMS WE FACE	THIS WE CAN DO
H. Cont.	2. Utilize programmed learning processes. 3. Establish workshops in new teaching techniques. 4. 5.

WORKSHOP EVALUATION AND RECOMMENDATIONS

FOREWARD

This workshop for supervising teachers was organized to plan, explore, and innovate a more complete program in agricultural education to include essential phases of the off-farm agricultural occupations insofar as preparation of student teachers is concerned.

You, the cooperating teachers, are in the best position to evaluate what has been accomplished and to determine how well the three major objectives have been met. Please check the column that represents your rating or evaluation of each workshop area or committee activity. After rating each area of the program, check the next section on the three objectives. Finally, check the third section of this form to indicate your recommendations as to whether or not a similar workshop should be held and if so when? Make comments or suggestions as to the strong points of the workshop and the ways in which the workshop could be improved.

PART I. Evaluation of the Areas and Committee Work.

Place a "✓" to indicate how you would rate the following:

Monday, August 1		Very Good to Excellent	Good	Fair	Poor
1. "New Dimensions In Student Teaching" Dr. William Drake	*	46			
	#	12			
2. "The Job of the Cooperating Teacher In Agricultural Occupations" Symposium (6 areas discussed)	*	7	36	1	
	#	4	7	1	

* line indicates responses by teachers.

\# line indicates responses by supervisors and teacher educators.

Workshop Evaluation and Recommendations

Tuesday, August 2		Very Good to Excellent	Good	Fair	Poor
3. "The Changing Role of the Supervising Teachers in the Enlarged Programs of Vocational Agriculture" Dr. Howard Bruner	*	30	15		
	#	3	9		
4. "Competencies Needed by Beginning Teachers in Directing Occupational Experience Programs" (panel of 7)	*	8	34	2	
	#	4	8		
5. Preliminary reports of committees I to VIII	*	4	24	9	
	#	5	5	1	
6. Brainstorming Sessions on Committee Problems led by Dr. Juergenson	*	30	13	1	
	#	9	3		
Wednesday, August 3					
7. "Orientation of a Student Teacher" Role playing - Scott, Dunham, Nelson	*	19	24	2	
	#	9	3		
8. "Daily Critique" Role playing - Bishop, Schmitt, Reid	*	29	16		
	#	11	1		
Thursday, August 4					
9. "Supervisory Visit by Cooperating Teacher - Non-Farm Occupations" Role playing - Scheuber, Melin, Alleyn, Tesnolidek	*	28	12	2	
	#	10	2		

* line indicates responses by teachers.

\# line indicates responses by supervisors and teacher educators.

Workshop Evaluation and Recommendations

Thursday, August 4, Cont.		Very Good to Excellent	Good	Fair	Poor
10. "Defining Characteristics and Standards for Student Teaching Centers in Agricultural Occupations" Committee I and discussion	*	15	32		
	#	5	7		
11. "Making the Transition from the Student Role to the Teacher Role" Committee II and discussion	*	14	29	2	
	#	6	6		
12. "Conducting Group Instruction" Committee III and discussion	*	11	27	5	
	#	5	7		
13. "Conducting Non-Class Activities" Committee IV and discussion	*	14	30	1	
	#	3	9		
14. "Evaluating Student Teaching" Committee V and discussion	*	12	30	1	
	#	3	8		
Friday, August 5					
15. "Developing a Manual for Student Teaching" Committee VI and discussion	*	19	24		
	#	9	3		
16. "Developing Guidelines for Cooperating Teachers in Agricultural Occupations" Committee VII and discussion	*	16	27	1	
	#	8	4		

* line indicates responses by teachers.

\# line indicates responses by supervisors and teacher educators.

Workshop Evaluation and Recommendations

Friday, August 5, Cont.		Very Good to Excellent	Good	Fair	Poor
17. "Obtaining, Preparing, and Using Resource Materials in Teaching Agricultural Occupations" Committee VIII and discussion	*	17	26	1	
	#	4	8		
Overall Ratings on Workshop	*	19	7	1	
	#	7	1		
18. Meeting Facilities including Committee Rooms	*	18	15	8	3
	#	6	6		
19. Housing Accomodations	*	16	26	2	
	#	9	4		
20. Food Service	*	43	3	1	
	#	9	2		
21. Resource Persons	*	41	3		
	#	10	2		
22. Consultant Services	*	34	10		
	#	6	5		
Comments on the above -- use numbers to refer to the area and save time in being specific.					

18 - chairs uncomfortable for long sessions.
18 - excellent facilities.
7, 8, 11 - role-playing outstanding.
16 - better equipped to be a cooperating teacher.
20 - excellent food.
16 - exchange of ideas between states.
2 - identifying and evaluating problem areas.

* line indicates responses by teachers.

\# line indicates responses by supervisors and teacher educators.

Workshop Evaluation and Recommendations

Part II. Objectives -- check to show the degree to which objectives were met - " "		In Full	In Part	To a Minor Degree	Not At All
1. To acquaint supervising teacher in vocational agriculture with basic duties and responsibilities involved in supervising student teachers in off-farm agricultural occupations.	*	32	13		
	#	6	5		
2. To develop ability on the part of supervising teachers to utilize concepts, principles, techniques, and methods applicable to teaching high school, drop outs, young and adult farmers and agriculturists.	*	17	24	2	1
	#	3	8		
3. To identify the need for and develop an understanding of the different approaches and procedures for handling specific aspects in the teaching of agricultural occupations.	*	23	20	1	
	#	6	5		

PART III. Recommendations Relative to Holding Another Workshop

1. Hold another workshop within:

* 26	* 14	* 3
# 3 2 years	# 7 3 years	4 years

State When:

7 - August, 1st part	2 - 1968
4 - summer	1 - summer, 1968
1 - summer, 1970	1 - summer, 1969
2 - July	

* line indicates responses by teachers.

\# line indicates responses by supervisors and teacher educators.

Workshop Evaluation and Recommendations.

PART III. Cont.

2. Strong points of workshop.

   a. Very beneficial toward implementing new ideas.
   b. Brainstorming very effective.
   c. Excellent speakers and consultants.
   d. Good attitude and cooperation of all participants.
   e. Excellent planning and organization of workshop.
   f. Flexibility commendable.
   g. Strong committee work.
   h. Association with high calibre people.

3. Suggestions to improve the workshop.

   a. Send program 3-4 weeks earlier, plan for participation.
   b. More planned tours, include Departments of Vo-Ag.
   c. Clearer committee assignments, avoid overlap.